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ABSTRACT

This is volume one of a two-volume civics curriculum on law and effective citizenship for upper-elementary students. The lessons, set in American historical eras, engage students in cooperative-learning activities, role plays, simulations, readers theater, stories, and guided discussions, which introduce and reinforce law-related and civic education concepts and skills. Designed to meet the needs of a multi-centered student population, this curriculum features step-by-step teaching procedures, reproducible worksheet and activity masters, lessons linking the historical and law-related content to the present, and service-learning opportunities. This volume contains 3 units and 18 lessons in total. In unit 1, "Rules and Laws," students visit a Native American Chumash village and discover how rules and laws derived from myth and tradition help the Indians govern tribal life and resolve conflict. In unit 2, "Property," students meet Luisa, a girl living in a pueblo on the California Spanish frontier in the early 19th century. Students explore the concept of property and how law helps resolve conflicts over property. In unit 3, "Authority," students experience a hypothetical mining camp in California's Gold Rush era and discover what life might be like without effective authority. Students also examine executive, legislature, and judiciary roles. (EH)

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Native Americans, the Spanish Frontier, and the Gold Rush

A Law and Civic Education Curriculum for Upper Elementary Grades
With Units on Rules and Laws, Property, and Authority

CRF

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Native Americans, the Spanish Frontier, and the Gold Rush

A Law and Civic Education Curriculum for Upper Elementary Grades
With Units on Rules and Laws, Property, and Authority

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Contents

Teacher Introduction 3
Overview of Both Volumes 3
Features 4
Teacher Tips 4
- Using Outside Resource Persons (ORPs) 4
- Tips for Effective Small-Group Work 5
- Tips for Doing Service Projects 5

Lessons 7
- Unit I: Rules and Laws 7
  - Lesson 1: The Chumash Way (I) 7
  - Lesson 2: The Chumash Way (II) 13
  - Lesson 3: Let the Villages Live in Peace 21
  - Lesson 4: The *Paqwot* Decides 29
  - Lesson 5: Rules in Daily Life 31
  - Lesson 6: Follow the Rules 35
- Unit II: Property 36
  - Lesson 1: The *Alcalde*'s Daughter 36
  - Lesson 2: Property in the Pueblo 41
  - Lesson 3: Law in the Pueblo 47
  - Lesson 4: The *Alcalde* Decides 51
  - Lesson 5: Freeze Patrol: Solving Property Problems 55
  - Lesson 6: Taking Care of the School 60
- Unit III: Authority 62
  - Lesson 1: Trouble in Gold Flats 62
  - Lesson 2: Gold Flats Gets Some Rules 67
  - Lesson 3: Gold Flats Gets a Judge 74
  - Lesson 4: The Sheriff Deputies of Gold Flats 80
  - Lesson 5: Police Patrol 83
  - Lesson 6: Helping the Police and Community 93

Teacher Introduction

With a grant from the U.S. Department of Education, Constitutional Rights Foundation has developed a two-volume civics curriculum on law and effective citizenship for upper-elementary students. Although developed specifically for California's History-Social Science Framework, the lessons fit into the curriculum of most U.S. history courses. Set in historical eras, the lessons engage students in cooperative learning activities, role plays, stories, readers theater, and guided discussions, which introduce and reinforce law-related and civic education concepts, skills, and applications.

Created in collaboration with upper-elementary teachers, both volumes are designed to meet the educational needs of a multi-cultural student population; emphasize basic, cognitive, and social skill development; and promote the positive involvement of students in their schools and communities.

Overview of Both Volumes

Adventures in Law and History I

This volume contains three units and 18 lessons in total.

Unit I: Rules and Laws: Students visit a Native American Chumash village and discover how rules and laws derived from myth and tradition help the Indians govern tribal life and resolve conflicts.

Unit II: Property: Students meet Luisa, a girl living in a pueblo on the Spanish Frontier. There they explore the concept of property and how law helps resolve conflicts over property.

Unit III: Authority: Students experience a hypothetical mining camp in the Gold Rush era and discover what life might be like without effective authority. Students examine the role of the executive, the legislature, and the judiciary.

Adventures in Law and History II

This volume contains four units and 25 lessons in total.

Unit I: Equal Protection: Using the methods of historiography, students trace the immigrant origins of five families whose ancestors came to America seeking opportunity and freedom and struggled for equality.

Unit II: Due Process: Through the magic of time travel, students visit a hypothetical New England village of the Colonial era and learn essential lessons about due process.

Unit III: Authority: Students explore the concepts of authority by helping a tired king rule his kingdom and view the causes of the American Revolution through the eyes of Bostonians as the colonies move toward independence.

Unit IV: Rights and Responsibilities of Citizenship: Students learn about the rights and responsibilities of citizenship by helping Mr. Madison draft the Bill of Rights and also about the appropriate limits of those rights. As a conclusion, students create their own Bill of Rights and Responsibilities.

Features

Both illustrated volumes of this innovative curriculum feature step-by-step teaching procedures, reproducible worksheet and activity masters, lessons linking the historical and law-related content to the present, and service-learning opportunities. All student handouts are also available in Spanish.

Each unit:

- Provides students with a foundation of law-related and civic-participation knowledge, skills, and applications.
- Is rooted in a particular era of U.S. history.
- Has one "Contemporary Application" lesson in which students apply the concept in a contemporary situation.
- Concludes with a "Community Adventure" lesson, a service-learning project promoting the positive involvement of students in their schools and communities.
- Addresses the needs of a multi-cultural urban student population.
- Emphasizes basic, cognitive, and social participation skill development.

Teacher Tips

These materials call for the use of outside resource people, interactive methodology, and service projects. The following provides a brief review of these approaches.

Using Outside Resource Persons (ORPs)

1. Contact the resource person and arrange a visit to your classroom for the lesson. After sending a copy of the lesson, discuss the visitor's role and the goals of the lesson.
2. Place the visit in context. Explain the class's course of study and the objectives of the course.
3. Describe the audience. Tell the speaker how many students will be present, age range, interests, and achievement levels.
4. Discuss the length of the lesson, the teaching strategy that will be used, and the time allotted for the resource person. Alert the resource person to any special considerations: particularly difficult questions that could arise, strong feelings among the students about issues that will be covered, etc.
5. Request specific times and dates. Suggest two or three alternatives from which your guest can choose. Some resource persons require considerable advance notice.
6. Be sure the speaker has the correct address, directions, and knows where to park.

Tips for Effective Small-Group Work

Small groups require all students to do their job and help others to improve their own work. The final product—the result of several people's best efforts—is better than what each individual could do alone. The following are some concrete suggestions for using small groups effectively:

1. Provide **clear** instructions to the group. It is best to give the group just one or two instructions at one time.
2. Prepare the students with adequate **knowledge and skills** to do the work (e.g., background readings, classroom discussion, understanding of roles to play, etc.)
3. Students must be given **enough time** to finish their task. Think creatively in advance about ways to occupy groups that finish ahead of other groups.
4. Small groups work best—from three to five **students**, and only two or three when a complicated written product is the intended outcome.
5. Teachers should consider how their **reward and evaluation strategies** affect the use of small groups. There should be a group reward for group efforts.
6. Be clear about **management issues** of groups. If someone must report back to the class on the group's work, there should be a process for selecting the reporter at the outset.
7. Teachers (and those in the classrooms around them) should be prepared for the **increased noise level** that occurs during cooperative-learning activities.
8. Form **diverse groups**. Mix students by skill level, social groupings, etc.
9. Teachers should **circulate, observe, and evaluate** what is happening in the groups.
10. Look for ways to encourage **interdependence** within a group. If possible, assign each member a specific role. Groups are more effective when their success depends on every group member.

Tips for Doing Service Projects

Each unit concludes with a service project. Service projects are exciting ways for students to apply concepts they have learned, to learn how to plan and organize, to create goodwill at school and in the community, and to practice citizenship skills by helping others. The projects recommended in the lessons are small projects that can be done by students inside school. In some lessons, we suggest ideas for various projects. Before assigning a service project, you should decide the following:

- How much class time can students spend on a project?
- Will the whole class do one project or will separate groups do their own project?
- Will you decide on a project in advance and guide the students to choose that project, or will you give the students several projects to choose from, or will you let the students decide for themselves on a project? (Note: The more decisions students make themselves, the greater their buy-in to the project. But if you are new to doing service projects, you might feel more comfortable making the decision on the project.)

You should also inform the school administration of what you are doing.

Students should go through the following steps in any service project:

(1) **Decide on a project.** We have provided a list of suggested projects. If the class is deciding on a project, students can brainstorm additional project ideas. Have students meet in groups and select the top three ideas. They should think up pros and cons for each idea. Regroup the class and decide on a project.

(2) **Plan the project.** It's important that students learn how to plan and organize. If teams are doing different projects, have each team submit a project plan for your approval. If the whole class is doing the same project, you can plan the project as a whole group or you can assign a team to submit a project plan for the whole class to review. A project plan should include these elements:

   a. **Goals.** Students should write exactly what they are trying to achieve. Goals help chart the course.

   b. **Project description.** Students should write a few sentences describing their project clearly.

   c. **Task list.** Students should write down the steps they are going to take to do the project. They should assign responsibility for each step—either to a committee or a person. Put someone in charge of reminding people to do their tasks. Have students set a deadline for each task.

   d. **Evaluation plan.** Students should take time to figure out how they are going to measure the success of their project. They can use either of these two methods:

      Before-and-after comparisons, which show how things looked or how people felt before the project and then show how the project caused changed. Students might use the following to make comparisons: photos, videos, survey results, or test scores.

      Counting and measuring. Students can count or measure many things. For example: How many posters did they hang? How many students worked on the project?

(3) **Do the project.** If the whole class is doing the project, divide tasks among teams with a project coordinating team overseeing the entire project.

(4) **Evaluate the project.** Have students evaluate the project's success along with how well they planned, how well they worked as a team, and what they learned from the project. To help you evaluate each student's effort, it is recommended that you require students to keep a journal in which they record what they did and what they learned.

If you decide to do larger service projects, there are two books that might prove helpful to you: *Active Citizenship Today Field Guide* published by Constitutional Rights Foundation and Close Up Foundation and Barbara Lewis' *The Kid's Guide to Social Action* published by Free Spirit Publishing.

The Chumash Way (I)

Overview

In this six-lesson unit, students learn about the sources and purposes of rules and laws as they visit a Native-American Chumash village. Students join Fray Gomez, a missionary of 1769, as he learns about the Chumash culture, specifically their rules and laws. Near the end of the unit, students apply what they have learned to contemporary rules and laws through a scavenger hunt activity. The unit concludes with students doing a service project of publicizing school rules they think are important.

In this lesson, students are introduced to the Lost Diary of Fray Gomez, which describes a Chumash village and introduces some of the cultures and institutions at the time of an early Spanish exploration. Using descriptions from the diary, students make a drawing of the Chumash village.

Objectives

Students will be able to:

- Recall several major institutions in the Chumash culture.
- Practice mapping and visualization skills.

Materials and Preparation

- This lesson supports the study of the first Californians, circa 1769.
- **Handout A: The Lost Diary of Fray Gomez**—1 per student
- **Handout B: The Lost Drawings**—1 per pair of students
- **Handout C: The Village of Helo**—1 per pair
- Drawing materials
- Depending on how you debrief the students' drawings, you may need to make an overhead transparency of the Completed Drawing or transfer the outlines of the map's major features to butcher paper.

Procedure

A. Focus Activity—Discovering the Past

1. Tell students that, though they might not know it, all of them are historians—people who study the past. Then ask:

   ➤ How do historians find out about the past? (Students might answer in books, from movies or film, in libraries, etc.)

2. Explain to students the difference between original and secondary historical sources. Original sources are those produced near or at the time and place being studied. Illustrate the differences by examples from their list and then describe typical original sources: newspaper accounts, pictures and drawings, maps, and diaries. Then ask:

   ▶ If future historians were studying our time, what original sources might they find? (In addition to the above examples, students might offer videos, CDs, floppy discs, comic books, etc.)

B. Oral Reading—The Lost Diary of Fray Gomez

1. Explain to students that in this lesson they will find out how historians use original sources to learn about the past.

   Ask them to imagine that one day a mysterious package arrives at the classroom and when it is opened the students find a very old diary with a note. The note is from an old woman who found the diary in the attic of her house. She wants the class to study the diary and tell her what it is about.

2. Distribute **Handout A: The Lost Diary of Fray Gomez**. Read together, then ask:

   ▶ What year was the diary written?

   ▶ Who was Francisco Gomez?

   ▶ What did he describe in this part of the diary?

3. Explain that the next diary entry is missing a page. Divide the class into pairs and Distribute **Handout B: The Lost Drawings** and **Handout C: The Village of Helo** to each pair. Read the first paragraph of **Handout B** with the students. Explain that Fray Gomez wanted to keep very good records of everything he saw so others could learn about the Chumash, but the picture he drew of the village is missing. Tell students that there was only a blank map of the area left, and that their job is to fill in the blank map with a drawing of the village.

4. When the students have completed their drawings, use one of the following strategies to bring closure to the lesson:

   a. Class composite drawing. On butcher paper, create the blank village map. Have different pairs re-create portions of their drawings on the composite. Pairs can then compare their drawings to the composite.

   b. Make an overhead transparency from the Completed Drawing provided and allow pairs to check their own drawings.

   c. Have partners join other pairs to compare and discuss drawings.

5. Ask students to hold on to their drawings because they will use them again in the next lesson.

The Lost Diary of Fray Francisco Gomez—1769

August 2, 1769

My name is Francisco Gomez. My father was born in Spain, but he brought our family to Mexico when I was very young. Five years ago, I joined the Order of St. Francis. As a brother in the order, my job is to be a missionary. We preach to the Indians about the Christian faith.

For the last two months, I have been on the best adventure of my life. I have come with Father Crespi to explore California. Captain Gaspar de Portola is our leader. We left San Diego two months ago and have seen many wonderful things. We have followed Indian trails along beautiful beaches and over steep mountains. Sometimes the trail disappears and we have to chop our way through the thick brush. Giant grizzly bears are everywhere. One even chased one of the men up a tree. We also saw a lake of bubbling tar and a valley full of smoke.

Tomorrow is a special day. Father Crespi and I want to learn as much about the Indians as we can. The Indians in this area are called the Chumash. At dawn, Father Crespi and I will go to a Chumash village with our guide, Cayuta. Cayuta knows these people and can speak some Spanish. The name of the village is *Helo*, which means "The Water." This is because the village is on a lagoon.

I will write about everything I learn in this diary. That is enough writing for tonight. The campfire is almost out and I must get some sleep.

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The Lost Drawings

Fray Gomez wrote about what he saw in the Chumash village. He also drew a picture of the village. Somehow the picture was lost from the diary. Work with your partner to make a new drawing for the diary.

August 3, 1769

Cayuta led us to the village of Helo. This is what the village looks like.

To the west is the ocean. To the east are the mountains. The village runs along the south side of the lagoon. There are four main parts of the village.

1. The Chumash houses are south of the lagoon and halfway between the ocean and the mountains. The houses are small round huts. They are made of long tule reeds tied together. All of the doors in the houses point to the east. There are ten small houses in two neat rows with paths running between them. There is one larger house at the east end of the north row.
2. West of the houses is the village playground. It sits between the houses and the ocean. It is a large, smooth rectangle. The shorter ends face the ocean and the houses. The Chumash have built a low mud wall all the way around the playground.
3. To the east of the houses is the village dance ground. On the east end is the *siliyik*. This is where the priests and musicians lead the ceremonies. It is shaped like a half-circle with no roof. The Chumash have hung large woven mats made of reeds to make the walls of the *siliyik*. When the people watch the dances, they sit facing east.
4. South of the village houses is the burial ground. There are eight graves in this village. Each grave is marked by a painted pole on the east end of the grave. Things that belonged to the person are left on top of their grave. There are shells, beads, arrows and baskets on many of the graves.

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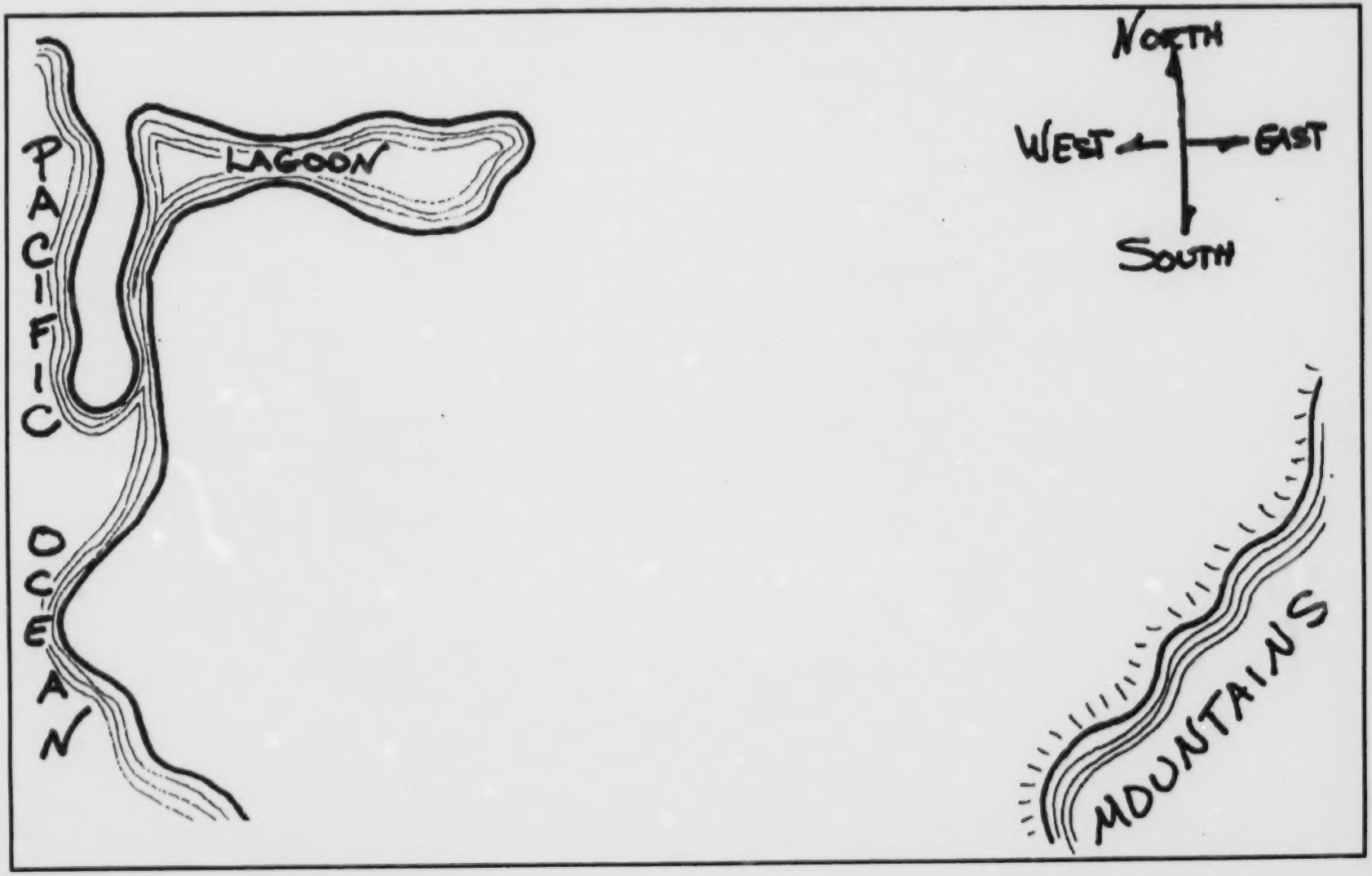
The Village of Helo



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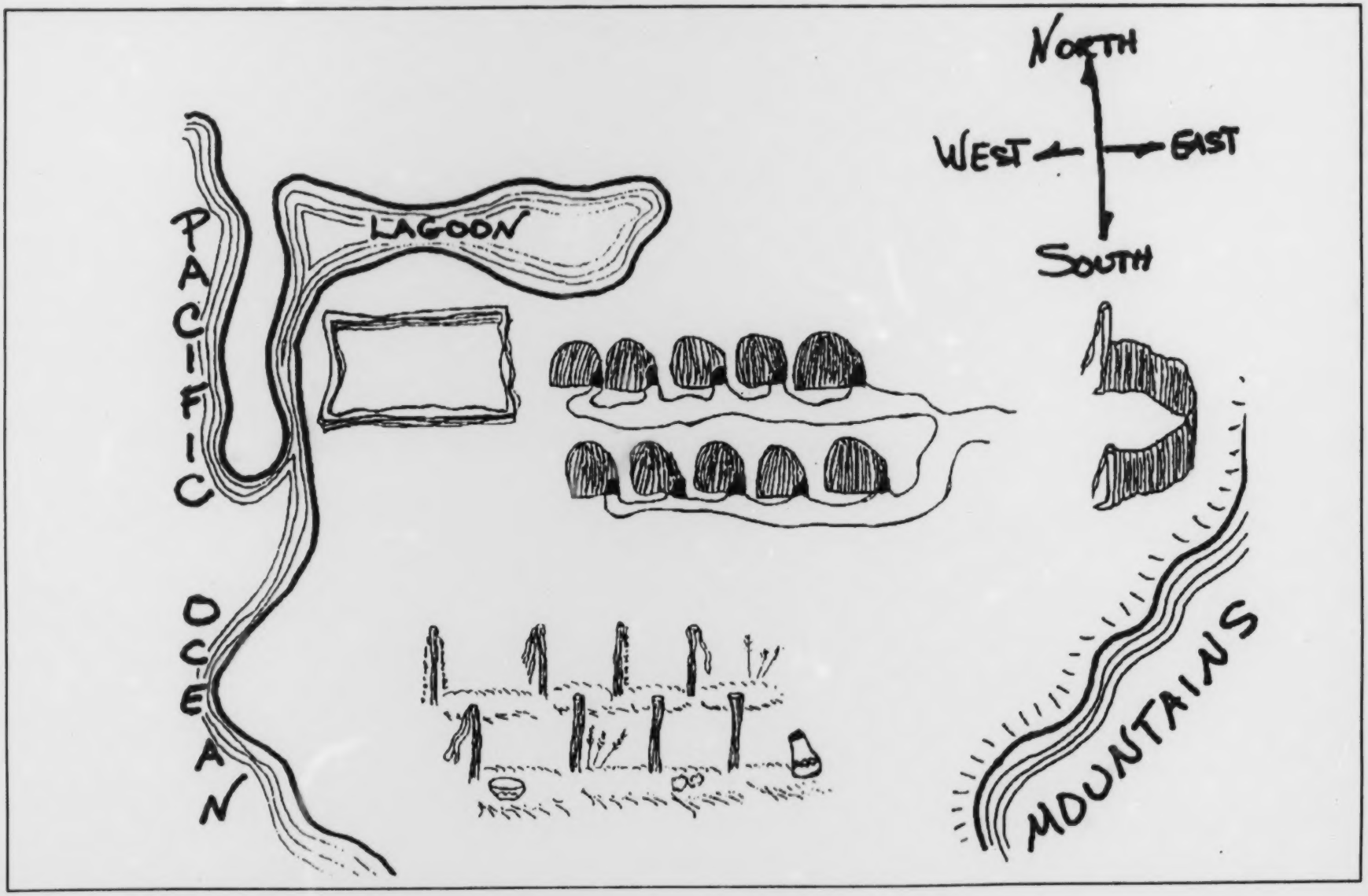
The Village of Helo

Completed Drawing



The Chumash Way (II)

Overview

This is the second of a four-lesson sequence focusing on the role of rules and laws in Chumash culture.

In this lesson, students use the diary of Fray Gomez to identify Chumash customs and some of the rules that governed Chumash life. Students are introduced to the sources of those rules and report their findings in a class activity.

Objectives

Students will be able to:

- Identify rules that were important to Chumash life.
- Identify common sources of Chumash rules.

Materials and Preparation

- **Handout A: The Lost Diary of Fray Gomez (Entry 3)**—1 per student
- **Handout B: Historical Rule Search**—1 section per pair
- Drawing paper and materials
- Create the following chart on the board:

Custom	Rule	Source
Village		
Burials		
Clans		
Acorns		
Games		
Dances		

Procedure

A. Focus Activity—Where Do Rules Come From?

1. Ask students to think about some rules they must follow—at school, at home or in the community. Then ask:

   P ► What are some examples of rules you must follow? (As students provide some examples, list them on the board.)

   Rules might include:
   No running in the halls.
   Helping with chores at home.

Select several of the examples and ask:

▶ Who makes each of these rules? (Depending on the rule, students might say parents, teachers, religious leaders, etc.)

Example:

No running in the halls. School rule—teachers, principals.

Helping with chores. Home rule—parents

2. Tell the students that they are going to go back to the Chumash village of Helo to find out what kinds of rules the Chumash had and where these rules came from.

B. Class Reading—The Lost Diary (Entry 3)

1. Explain to students that written descriptions often help historians imagine how things looked in the past. Explain that writings can give us clues about how things looked. Remind the students that they did this with Fray Gomez's lost drawing as they used his description to draw the village.

   Tell the students that today they are going to use another entry from Fray Gomez's diary to learn more about the ways of the Chumash.

2. Distribute **Handout A: The Lost Diary (Entry 3)** to the class. Read the entry together, and then ask the students to help you fill in the chart you have made on the board. Ask students to help you fill in the first two sections: Burials and Village.

Custom	Rule	Source
Burials	(A funeral must take place at daybreak.)	(Chumash religion)
Village	(Houses must face east.)	(Custom)
Clans	(People cannot marry members of their own clan.)	(Clans and families)
Acorns	(When and where to gather acorns)	(*wot* [government])
Games	(Must throw pole through hoop)	(Custom)
Dances	(People must sit outside dance area. Bear dancers cannot talk.)	(Chumash religion)

C. Paired Activity—Historical Rule Search

1. Divide the class into the same pairs as in Lesson 1. Distribute to each pair a section on Clans, Acorns, Games, or Dances from **Handout B: Historical Rule Search**. Distribute drawing paper to each pair.
2. Explain that in this activity they are going to work with their partners to:
   - Make a drawing of the Chumash rule.
   - Write answers to the questions about the rule.
   - Share their drawing and what they learned with the rest of the class.

3. Call on groups, one at time, to report their results. Ask:

   - What rule did the Chumash have? (Fill in the chart with one rule for each entry)
   - Where did the rule come from? (Fill in the chart with one source from each entry.)
   - What does the rule tell us about the Chumash people?

D. Debriefing

Remind students that the story told by Fray Gomez is based on a culture that existed over 200 years ago. Then ask:

- Why are rules just as important today as in the time of the Chumash?
- Do our rules come from any of the same sources as those of the Chumash? (Custom, the family, government, religion?) If so, why?

The Lost Diary (Entry 3)

August 4, 1769

The Chumash have special customs and ways of doing things. They dress differently from us. The women wear red or white skirts made out of soft deer skin or antelope hide. On their heads, they wear small hats woven like baskets. The men wear long coats made of rabbit or fox fur. Many men have pierced their noses with reeds.

This morning, as soon as the sun came up over the mountains, everyone in the village gathered at the burial ground. Our guide, Cayuta, told us the Chumash have strict rules for caring for the dead. For example, one rule is that a funeral always takes place at daybreak. These rules about caring for the dead come from the Chumash religion.

Cayuta also helped us learn more about the lives of these people. I asked why the doors of the houses faced east. He told us that the Chumash have special rules about how the village must be set up. These rules come from the customs of the people and are very old.

The village has a leader called a *wot*. This word rhymes with boat. The wot lives in the biggest house in the village. Each *wot* has a group of people who help called the *antap*. Together they form the village government. They lead religious ceremonies and help settle arguments between people in the village. They also make rules for the village to follow.

We are learning that the Chumash have many other rules in the village. Some of the rules are made by the *wot* and *antap*. Some rules came from old customs or are family rules. There are also many religious rules that the Chumash follow.

I will describe some of the other rules we have learned about in my next diary entry.

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Name _____ Date _____

Historical Rule Search
Clans

Directions

1. Read the diary entry.
2. Make a drawing of the people following the rule.
3. Work together to write answers to the questions.
4. Be ready to share your drawing and tell the class what you learned about the rule.

August 5, 1769

The Chumash people have very close families. The family is very important in the lives of the people. Every member of the village lives in a family. Each family is part of a clan. A clan is made up of a group of families. When a man and woman marry, the man usually joins the woman's clan. The clans are named for animals such as Eagle, Bear, and Coyote. Clans and families have rules for their members. For example, one rule is that people cannot marry members of their own clan.

Questions

A. What rule did the Chumash have? _____

_____

B. Where did the rule come from? _____

C. What does the rule tell us about the Chumash people? _____

_____

_____

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Name _____ Date _____

Historical Rule Search
Acorns

Directions

1. Read the diary entry.
2. Make a drawing of the people following the rule.
3. Work together to write answers to the questions.
4. Be ready to share your drawing and tell the class what you learned about the rule.

August 5, 1769

Hunting and gathering food is one of the most important activities the Chumash people do. The Chumash gather acorns for food. They make many foods like mush and bread from acorns. They also trade acorns with other villages. The Wot makes rules to tell the people when and where to gather acorns.

Questions

A. What rule did the Chumash have? _____

_____

B. Where did the rule come from? _____

C. What does the rule tell us about the Chumash people? _____

_____

_____

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Name _____ Date _____

Historical Rule Search Games

Directions

1. Read the diary entry.
2. Make a drawing of the people following the rule.
3. Work together to write answers to the questions.
4. Be ready to share your drawing and tell the class what you learned about the rule.

August 5, 1769

The Chumash believe it is important to work hard. They also believe it is important to rest and have fun together. We watched a group of villagers play what they call the hoop-and-pole game at the village playground. In the game, players try to throw a six-foot-long pole through the hoop as it rolls along the ground. They also play a kickball game. The rules for these games come from the customs of the villagers.

Questions

A. What rule did the Chumash have? _____

_____

B. Where did the rule come from? _____

C. What does the rule tell us about the Chumash people? _____

_____

_____

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Name _____ Date _____

Historical Rule Search
Dances

Directions

1. Read the diary entry.
2. Make a drawing of the people following the rule.
3. Work together to write answers to the questions.
4. Be ready to share your drawing and tell the class what you learned about the rule.

August 5, 1769

The dance ground is used for dances during religious festivals. In the late summer the Chumash hold the *Hutash* ceremony after the acorn harvest. At the ceremony, the priests do the bear dance. During the dance, the villagers have to follow certain rules. People watching the dance have to sit outside the dance area. Also, during the bear dance people are not supposed to talk. These rules come from the religion of the Chumash.

Questions

A. What rule did the Chumash have? _____

_____

B. Where did the rule come from? _____

C. What does the rule tell us about the Chumash people? _____

_____

_____

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Let the Villages Live in Peace

Overview

This lesson is third of a four-lesson sequence in which students examine rules and laws in the context of Chumash culture.

In this lesson, the students become a Chumash council to resolve disputes among various Chumash villages using their customary rules. First, students read about and discuss the roles of the inter-village council. Then, in groups, students take on the role of members of various villagers and prepare for role play. In the next lesson, students role play a council meeting and make decisions about the issues raised by the villagers.

Objectives

Students will be able to:

- Identify food gathering and trade as important activities in Chumash life.
- Describe the role that authority and rules play in solving problems and resolving conflicts.

Materials and Preparation

- **Handout A: Let the Villages Live in Peace**—1 per student
- **Handout B: Village Problems**—1 problem per group
- **Handout C: The *Paqwot* Decides**—1 per student

Procedure

A. Reading and Discussion—The Purpose of Rules and Authority

1. Distribute to students **Handout A: Let the Villages Live in Peace**. Read the first section aloud as students follow along. Then ask:

   ▶ Who was the *paqwot*? How was the *paqwot* chosen?

   ▶ What kinds of food were important to the Chumash?

   ▶ How did they get their food?

   ▶ What kinds of trade did the Chumash have?

   ▶ What kinds of arguments did the villages have?

   ▶ What ways did the Chumash have for settling arguments between villages?

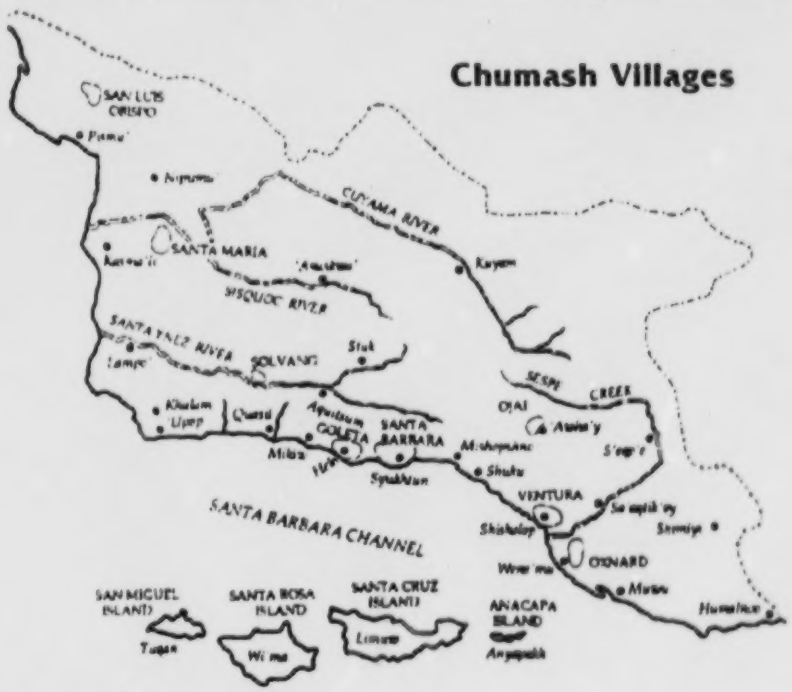
B. Preparation for the Simulation—Using Rules to Solve Problems and Conflicts

1. Explain to students that now they are going to experience how the council worked to resolve problems and arguments between the villages. Then divide the class into five equal groups and explain that each group is a Chumash village.
2. Tell students that their first task is to pick a village *wot*. They can do so by all agreeing or by a vote. As the students are making the selection, arrange five chairs in a circle in front of the classroom. Explain that this is the council circle and ask the chosen leader from each group to stand and take a seat in one of the chairs. Explain that this group is the tribal council and will make decisions about the issues brought to it by each village.
3. Have the village council pick a *paqwot* or appoint one of its members to take this role. Distribute one copy of **Handout B: Village Problems** to each council member.
4. Distribute one problem from **Handout B** to each village group. Review the following instructions on the board:
   - Carefully read the facts.
   - Discuss and write answers to the questions.
   - Choose two village members to talk to the council.
5. As the village groups begin work, review **Handout C: The *Paqwot* Decides** with the council. Explain that customs and rules will help them make a good decision for each village.
6. Monitor groups' progress. Near the end of the session explain that the groups will have a few minutes at the beginning of the next session to complete their preparation.

Let the Villages Live in Peace

As Fray Gomez continued his trip in California, he discovered more about the Chumash. They didn't live in just one village. Instead there were dozens of Chumash villages on the California coast. They stretched from what we today call Malibu all the way to Pismo Beach. In fact, both the words Malibu (*Humaliwo*) and Pismo (*Pismu*) come from the Chumash language. In Chumash, Malibu meant, "the surf sounds loudly." Pismo meant "tar."

In some areas Chumash villages got together and formed a tribal council. The *wot* of each village became a member of the council. Together, they would choose one of their members to be the *paqwot*, or big chief. The *paqwot* would then rule over the whole area.



One of the jobs of the *paqwot* and the council was to make sure that all the villages in the area got along with one another. Every Chumash person was very loyal to his or her village. Usually, the Chumash were very peaceful. But sometimes arguments would break out between villages over food gathering, fishing, or trade.

The Chumash did not grow crops or raise animals for food. Instead they gathered their food all over the countryside. Acorns, nuts and berries were very important for food. The Chumash hunted duck, quail, rabbits, deer, and even bear. The Chumash also fished and gathered shellfish.

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The Chumash traded among themselves and with other neighboring Native American tribes. One item could be traded for another. For example, a coastal village might trade six of its seal skins to a village in the hills for 10 baskets of acorns.

The Chumash also had a form of money trade. Instead of coins and dollars, they used strings of shells for money. The coastal village might give the hill village six strings of shells for their acorns. Then the hill village could use the shells to trade for something else.

Sometimes villages would argue about who had the right to certain hunting grounds or fishing spots. Sometimes villages would argue about deals made in trade. One way to settle the argument was called "ritual war." Warriors from each village would take turns shooting arrows at one another. The argument would end only when several warriors were killed. Sometimes one village would attack and burn another village.

It was the job of the *paqwot* and the council to make sure that arguments were settled without anyone getting hurt. It was also their job to make decisions about how all the people should live in harmony with nature.

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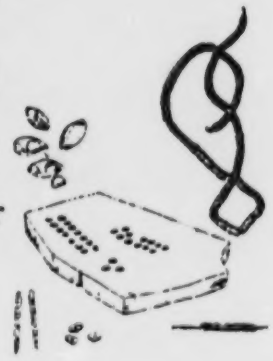
Village Problems

Village 1: Lompo "Stagnant Water"

Your village is located in a coastal valley. You are upset over a trade deal with the people of Quasil, a beach village. You wanted to trade 10 baskets of acorns for eight strings of shell money. The Quasil people said that they did not have any shells. Instead they gave you one Spanish silver dollar.



You want the Council to decide what the Spanish silver dollar is worth.

Getting Ready

1. Work together to write the answers to the questions:
   - What problems is your village having?
   - What does your village want the council to decide?
2. Decide who will tell the council what the problems are. Decide who will tell the council what your village wants them to do.

Village 2: Khalam "Bundle"

Your village is near a creek where there are a lot of tule reeds. You are upset with the nearby village of Upop. Its people have been gathering too many reeds. Now there are not enough left to build your houses or sleeping mats.

You want the council, for the good of all, to order the people of Upop to stop gathering reeds on the creek.

Getting Ready

1. Work together to write the answers to the questions:
   - What problems is your village having?
   - What does your village want the council to decide?
2. Decide who will tell the council what the problems are. Decide who will tell the council what your village wants them to do.

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Village 3: Mikiw "Mussels Place"

Your village is located on the beach. You have chosen a woman to be the village *wot*. The people of another village called Stuk believe that a woman should not be the chief or serve on the council. You disagree.

You want the council to decide whether a woman has the right to be a *wot* and serve on the council.

Getting Ready

1. Work together to write the answers to the questions:
   - What problems is your village having?
   - What does your village want the council to decide?
2. Decide who will tell the council what the problems are. Decide who will tell the council what your village wants them to do.

Village 4: Quasil "Beautiful"

Your village is located on the beach. Nearby are some large rocks where many fish can be found. For as long as anyone can remember only the people of Quasil have fished there. The people of Mikiw now also want to fish the rocks. You claim that the fishing spot belongs to your village alone.

You want the council to decide if the people of Quasil can stop the others from fishing on the rocks.

Getting Ready

1. Work together to write the answers to the questions:
   - What problems is your village having?
   - What does your village want the council to decide?
2. Decide who will tell the council what the problems are. Decide who will tell the council what your village wants them to do.

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Village 5: Stuk "Wooden Bowl"

Your village is located far inland. It is already the Month of Fiesta (August). You have been called to come to the coast for the harvest festival. But the summer has been unusually cool and cloudy. You are still very busy gathering food and want to delay the festival for two more weeks.

You want the council to decide whether the harvest festival can be delayed.

Getting Ready

1. Work together to write the answers to the questions:
   - What problems is your village having?
   - What does your village want the council to decide?
2. Decide who will tell the council what the problems are. Decide who will tell the council what your village wants them to do.

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The *Paqwot* Decides

You are now a member of the Chumash tribal council. You will make the final decisions about each problem the villages bring to you. To prepare for the council meeting, follow these directions.

A. Choose one of your members to be the *paqwot*.

B. The *paqwot* assigns each member one of the village rules and keeps one for him/herself.

C. Read your Chumash Village Rule silently.

D. Help the rest of the council understand your rule.

Chumash Village Rules

Village 1. Trade is important to your people. Sometimes the villages get into arguments about trade. Strings of shells are often used for money. Recently, the people have also begun using Spanish silver dollars to pay for trade items. It is a rule that one silver dollar equals eight strings of shells.

Village 2. The careful use of natural resources is very important to your people. If people gather too much food or resources from one spot, it might damage the land. It is a rule that if the tule reeds are too low on one river, no one should gather them until they get a chance to grow back.

Village 3. For your people, leaders are chosen based on their personal powers. According to your religion all beings have power. But some people learn how to get more power by following certain religious practices. These people make the best leaders. It is a Chumash rule that either men or women can become leaders.

Village 4. Hunting and fishing grounds are very important to your people. People from a certain village will visit the same area over and over again to hunt or fish. After many years, the people from that village get the right to use the area. The rule is that people from other villages have to ask permission if they want to hunt or fish there.

Village 5. Religion is very important to the Chumash. The harvest festival is meant to honor the Earth Goddess who is the source of all food. The festival takes place after the acorn harvest in late summer. The rule is that the festival only happens after the harvest is finished.

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The Paqwot Decides

Overview

This is the fourth of a four-lesson sequence in which students explore the purpose and sources of rules and law in terms of the Chumash culture.

In this lesson, students complete preparations for and hold the Chumash village council simulation. The teacher then debriefs the activity by asking students to evaluate the decisions of the village council.

Objectives

Students will be able to:

- Apply a rule to resolve a given problem or conflict situation.
- Evaluate a decision based on given criteria.

Materials and Preparation

Arrange the classroom as in the previous session with one circle of chairs in front and five group (village) areas.

Procedure

A. Final Preparation for Simulation—Using Rules to Resolve Problems and Conflicts

1. Reassemble the class into the groups from the previous session.
2. Allow the groups a few minutes to complete their assignments so that they are prepared to begin the council meeting.

B. Simulation—The *Paqwot* Decides

1. Have the *paqwot* call on Village 1 to make its presentation.
2. Have the village council discuss the problem and the *paqwot* tell the class what the decision is. Hold a quick class vote asking who supports and opposes the decision. Ask the council member assigned to that village problem to read the rule to the class.

   Then ask the whole class:

   ▶ Why did the council make that decision?

   ▶ Will this decision solve the problem? Why or why not? (Encourage students to state and support their opinions.)
3. Repeat the process for Villages 2-5.

C. Debriefing

Conclude the lesson by reminding students that one of the purposes of the Chumash village council was to avoid warfare and raids. Then ask:

- Is the village council a good method for avoiding violence and destruction? (Students should state and support their opinions).

- What can we do today to make sure that arguments don't lead to violence or someone getting hurt? (Students might suggest involving a parent, teacher, or adult to help resolve the conflict).

Rules in Daily Life
(Contemporary Application)

Overview

In this lesson, students contemporize what they have learned about rules and laws in terms of Chumash culture by identifying modern examples.

First, students read about and discuss the purposes and sources of modern rules and laws. Then in a class and take-home activity, students identify modern rules and laws.

Objectives

Students will be able to:

- Identify the purpose of given rules.
- Identify additional rules in daily life and describe their purpose.

Materials and Preparation

- **Handout A: Rules, Rules, Rules**—1 per student
- **Handout B: Rules Scavenger Hunt**—1 per student

Procedure

A. Reading and Brainstorm Discussion—The Purpose of Rules

1. Distribute and have students read **Handout A: Rules, Rules, Rules**. Then ask:

   P► Where do rules come from today? (Government, family, religion, and businesses)

   P► What are some purposes for rules? (Safety, keep things running smoothly, prevent arguments or fights, protect the rights of students)

2. Write the following categories on the board:
   - Rules to Make Things Safe
   - Rules to Make Things Run Smoothly
   - Rules to Help Prevent Arguments or Fights
   - Rules to Protect People's Rights

3. Point to each category and ask students to think of a rule from school or home that serves that purpose. As examples are identified, write them down under the item. Continue the process until several examples are identified for each category.

B. Individual Activity—Rules Scavenger Hunt

1. Distribute **Handout B: Rules Scavenger Hunt**. Explain that in this activity students are going to work with friends and family members to collect rules that people have to follow today. Review the categories and instructions and tell students that their worksheets are due next session.
2. At the beginning of the next session, write the following categories on the board or on separate sheets of chart or butcher paper:
   - Government
   - Family
   - Religious
   - Work
3. Ask students to give examples and purposes for each category and list them. As an extension, students can add to the list throughout the semester.

Rules, Rules, Rules

Like the Chumash, people in our time live by rules. In fact, we have even more rules.

You already know about school rules. Some school rules keep us safe, like no running in the hallways. Other rules keep things working smoothly. For example, tardy rules make sure that everyone gets to class at the same time. School rules also help prevent arguments. Rules against name calling or hitting help stop fights before they begin. Some rules protect the rights of students and their property. A bigger boy or girl can't take something that belongs to you.

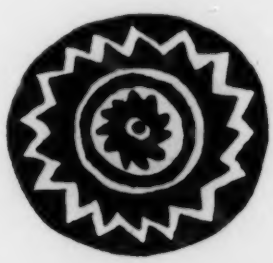
From the Chumash, we learned that rules came from the family, the tribal government, religion and the customs and traditions of the people. Today, we have many of the same sources for our rules.

The government makes rules for everybody to follow. Since we get to vote for our leaders and tell them what to do, the real source of these laws and rules is ourselves – the people who vote at elections.

Families also make rules. Usually, parents make the family rules that children follow. Some families have different rules than others.

Different religions also have their own rules. The rules tell the members of the religion how to behave and follow their faith. We have many different religions in the United States. Different religions have different rules.

In addition to these sources for rules, we have work and employer rules. Businesses make rules that their employees must follow. They are to protect safety, make sure that the work gets done, and protect the rights of workers.



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Name _____ Date _____

Rules Scavenger Hunt

Directions: In a scavenger hunt, people collect things and share them with others. In this activity you are going to collect examples of rules and laws in the community. To complete the hunt, talk to parents, relatives, or friends and ask them to tell you about a rule they know about. Write down one rule for each of the following areas. Also write down the purpose of each rule.

Government Law

Law (What is the law?):

Purpose (Why is it needed?):

Family Rule

Rule:

Purpose:

Religious Rule

Rule:

Purpose:

Work Rule or Law

Rule:

Purpose:

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Follow the Rules
(Community Adventure)

Overview

This lesson culminates the unit on rules with a service project. The project is designed to reinforce the importance of rules in everyday life. Students brainstorm school problems, vote on the most important problems, discuss school rules that address these problems, and mount a campaign to get students to follow the rules.

Objectives

Students will be able to:

- Identify school problems and rules that address these problems.
- Use cooperative-learning and critical-thinking skills to help plan and implement a service project.

Materials and Preparation

- For reference purposes during this lesson, you might get a copy of any rules the school has published.
- See "Tips for Doing Service Projects" in "Teacher Tips."

Procedure

A. Focus Activity—Problem Brainstorm

1. Ask students what they think are the biggest problems in the school. List them on the board.
2. Hold a brief discussion and vote on the five most important school problems.
3. Remind students that they have just finished a unit on rules. For each of the problems, ask students which school rule addresses this problem. On the board, list each rule next to the problem it addresses.

B. Service Project—Rules for Schools

1. Ask students: Why aren't some people following the school rules? (Accept various answers, but stop when someone says people don't know the rules or don't pay attention to the rules.)
2. Ask students: What can we do to make sure everyone knows the rules and how important they are?

   Discuss various ideas. Some suggested projects are:
   - Poster campaign
   - Skits on rules performed for younger students
   - Assembly for school on rules
   - Picture rule book for younger students
   - Rap the rules

The *Alcalde*'s Daughter

Overview

In this six-lesson unit, students explore property and the role of law in resolving conflicts. In the first four lessons, the students will visit a Californio pueblo of the early 19th century to learn about different types of property. Then students apply what they have learned through a contemporary conflict resolution activity. The unit concludes with students doing a service project to maintain school property.

In this lesson, students are introduced to a reading describing life in a pueblo. Using an incident from the reading, students write and share their own stories about the loss of a favorite piece of property.

Objectives

Students will be able to:

- Recall various kinds of property in a Californio pueblo.
- Practice writing and presentation skills.

Materials and Preparation

- **Handout A: The *Alcalde*'s Daughter**—1 per student
- Writing materials

Procedure

A. Focus Activity—Property Brainstorm

1. Tell students that in this lesson they are going to learn something about property. Explain that property is anything that can be owned by individuals, groups or the government. Then ask:

   ► What are examples of property that you own? (Students might answer books, games, toys, clothes, radios, items of furniture, pets, videos, etc. As items are identified write them on the board.)

   Focus on one or two of the items from the list and ask:

   ► How might you feel if this item were lost, stolen, or destroyed? Why would you feel this way? (Students might say sad or angry and explain that they enjoyed the item or could not afford another one.)

2. Explain that people in the past also valued property and they are going to explore what property was important in Early California.

B. Oral Reading—The *Alcalde*'s Daughter

Distribute copies of **Handout A: The *Alcalde*'s Daughter** and explain that it is a story based on life in a pueblo (town) in California before it was part of the United States. Conduct a readers theater-style group reading with each student reading one paragraph out loud. Then ask:

- Who was Luisa Felix? (A young girl who lived in the pueblo with her father, the *alcalde*.)
- Who was the *alcalde*? What was his job? (Señor Felix was the *alcalde* and his job was like that of a mayor.)
- What was the name of the pueblo in which Luisa and her father lived? What did this pueblo become? (The pueblo of Our Lady, Queen of the Angels, which today is the city of Los Angeles.)
- What happened in the story? (Students should recall the basic facts and events in the story.)
- What are some examples of property described in the story? (Examples include wagons, horses, Luisa's basket, furniture, dresses, clothes, tools, sugar, spices, toys, cattle, and *botas*.
- How did the people of the pueblo buy the items on the Yankee ship? (They traded cattle hides and *botas* filled with tallow.)
- What happened to Luisa near the end of the story that made her sad? (Students should recall that she lost her basket with the green silk dress and Chinese teacup.)

C. Writing Activity

1. Explain to students that, like Luisa, most of us have experienced a loss of property that was upsetting. Things get lost, broken, or even stolen. If appropriate, provide an example from your own life.
2. Tell students that their assignment is to write a short story describing a similar event in their own lives or that happened to someone they know. In the story they must describe the piece of property, explain what happened to it, and describe how they felt.
3. When students have completed the assignment, ask several to share their stories with the class. After each is read ask:
   - What piece of property was involved?
   - How was it lost or destroyed?
   - How did the person feel about the loss? Why?

   Explain that in the next session, students will find out what happened to Luisa's property and more about life in the pueblo.

The Alcalde's Daughter

It was a warm summer afternoon in 1833. Twelve-year-old Luisa Felix dozed against her father's shoulder as their wagon bumped along the dusty road. Luisa could barely keep her eyes open. They were coming home from a day trip to the harbor. "Just a little while and we'll be home," her father said, smiling down at her.

Luisa's father was a very important man in the pueblo. He was the *alcalde*. Like a mayor, an *alcalde* made sure that things ran smoothly in the town. One of the *alcalde*'s jobs was to help the governor decide how much people should pay in taxes. Every year Luisa's father had to write a report for the governor listing all of the property people owned in the pueblo. He called this the **personal property** list.

Personal property is everything people owned other than land. People in the pueblo owned things like cattle, wagons, tools, and furniture. He also had to list the owner of the property. Keeping track of all the things everyone owned was not an easy job.

As the wagon bounced along, Luisa blinked in the bright sunlight. Out in front she could see the two soldiers on horseback leading the way. The tiny flags on their lances flapped in the breeze. She put her hand under the wagon seat to check her special basket. Smiling, she then closed her eyes. She wanted to think about all the wonderful things she had seen that day....

Before dawn, her father had hitched up the horses and they headed south. Many other people were on the road. Everyone was going to the same place: the harbor. A Yankee ship had come.

Whenever a ship came in, people gathered from miles around. The ship brought things from far away places. Furniture, beautiful dresses and clothes, tools, sugar, tea, coffee, spices and even toys could be traded for on the ship. And you could not get these things anywhere else.

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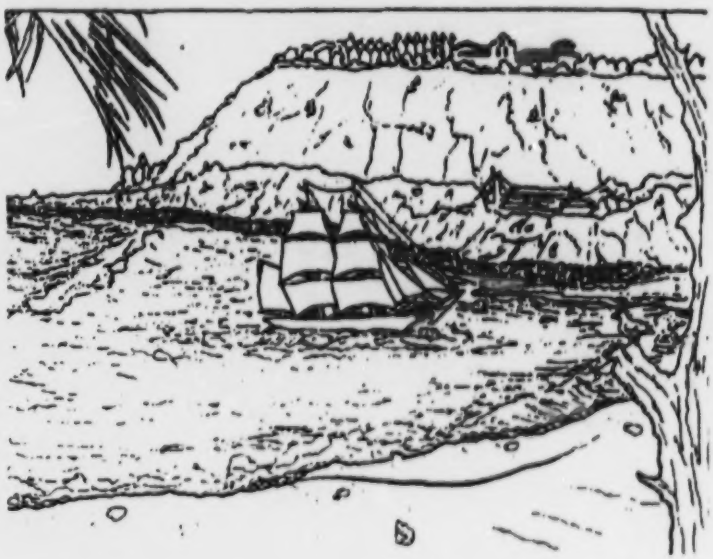

The people from Luisa's pueblo had many things to trade on the ship. Many were ranchers and raised cattle for food. They also used products from the cattle to make other goods. They traded cow hides, worth up to $2.50 a piece. Tallow, used for making candles, came from the fat of cattle. To transport it, the people poured tallow into bags made of cow hides. The bags were called *botas*. Tallow was worth six cents per pound.

As Luisa and her father neared the harbor, they saw many wagons. Some were loaded with hides, some were loaded with *botas*. It would be a good day for trading. But that was not the only reason they were there. Her father also had to work on his report. By going to the harbor, he could list all of the new property being brought to the pueblo.

At the harbor, Luisa and her father saw a large group of people standing around a rowboat. They were waiting to be taken out to the trading ship. Luisa and her father got to go on first. Luisa was very excited. In her pocket, she clutched a five dollar gold piece she had gotten for her birthday. She saved it for a whole month waiting for a ship to come.

On board ship, all of the goods were spread out on deck. Luisa had never seen so many different things before. Finally, she chose a tea cup and saucer that came all the way from China. She also bought a green silk dress. She put her treasures in the basket she had brought from home. All the time on the ship and back on shore, her father worked on his list....

Luisa was shaken from her thoughts as the wagon came to a sudden halt. "We are home little one," said her father.

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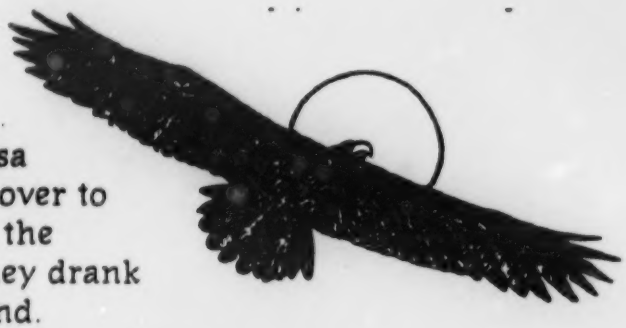
Luisa stretched and looked around. The wagon was sitting in the middle of the plaza next to the public fountain. As the soldiers led the horses away, Luisa and her father got off and went over to the pool of water. Hanging near the fountain was a hollow gourd. They drank from the gourd and looked around.



It was nearing sundown. The flat-roofed buildings facing the plaza were bathed in a soft orange light.

"Look how pretty the pueblo looks," said Luisa. "It was a wonderful day. Thank you for my presents."

Just then Luisa remembered her tea cup and green silk dress. "Oh, Papa, she said, "I forgot my presents."

Together they walked to the stable to look in the wagon. But, the basket was gone. So was the tea cup and dress. They asked the soldiers, but neither had seen them. "My beautiful things are gone," she said as she tried to hold back her tears. "I waited so long to get them."

Luisa's father put his arm around her shoulder. "Maybe they will turn up," he said. "One of the stable boys might have them. Or maybe they fell out on the road. I'll send one of the soldiers to look."

Luisa tried to smile, but she was very sad. As the sun set on the Pueblo of Our Lady, Queen of the Angels, Luisa and her father walked home.

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Property in the Pueblo

Overview

This lesson is the second of a four-lesson sequence focusing on property in a Californio pueblo.

In this lesson, students complete a reading describing additional kinds of property in the pueblo and participate in activity in which they classify property into the categories of personal property and public and private real estate.

Objectives

Students will be able to:

- Identify examples of personal property, public real estate, and private real estate.
- Classify items of property into the categories of personal property, public real estate, and private real estate.

Materials and Preparation

- **Handout A: Property in the Pueblo**—1 per student
- **Handout B: The *Alcalde*'s List**—1 per student
- **Handout C: The *Alcalde*'s Report**—1 per student
- Scissors and glue or tape

Procedure

A. Focus Activity—Types of Property

1. Explain to students that there are different kinds of property. Then write the following items on the board:
   - Private Real Estate
   - Public Real Estate
   - Personal Property
2. Explain that private real estate is land and everything connected to the land that is owned by individuals and groups. Then ask:

   ▶ What are some examples of private real estate? (Students might suggest houses, apartment buildings, office buildings, supermarkets, stores, etc.
3. Explain that public real estate is land and everything connected to the land that is owned by the government. Then ask:

   ▶ What are some examples of public real estate? (Students might suggest parks, schools, post offices, government buildings, military bases, etc.)
4. Explain that personal property is every other kind of property and can be owned by individuals or groups. Then ask:

   ▶ What are some examples of personal property? (Students might suggest cars, furniture, stereos, VCR's, appliances, clothes, etc.)

B. Reading—Property in the Pueblo

Distribute **Handout A: Property in the Pueblo** and read the story aloud as students follow along. Then ask:

- What examples of private real estate were described in the story? (The Stearn's ranch and the plaza church)
- What kind of property were the barns and stables at the ranch and at the church? (They are real estate because they are attached to the land.)
- What examples of public real estate were described in the story? (The plaza and its fountain, the *alcalde*'s office, the stables, and the soldier's quarters.)
- What report did the *alcalde* have to make? (He had to make a report for the governor on all of the property in the pueblo.)
- What happened to the property Luisa had lost? (Señora Bandini and her daughter found it on the road and returned it to her.)

C. Paired Activity—Classifying Property

1. Distribute to each student **Handout B: The *Alcalde*'s List** and **Handout C: The *Alcalde*'s Report**.
2. Explain that in this activity, like Luisa, students are going to help the *alcalde* finish his report to the governor. Divide the class into pairs of students. Distribute scissors and glue to each pair.
3. Review the instructions explaining that students are to work together to list each item of property on the *alcalde*'s list under the appropriate heading, Personal, Public Real Estate, or Private Real Estate on the report form. For a sample, review the example provided and tell students that each item fits in only one category.
4. As students complete the assignment, write the headings listed below on the board. Then refer to the ***Alcalde*'s List** and ask:

   - What kind of property is item number 1? (Students should have listed Señor Sanchez's 200 *botas* of tallow as an example of personal property. Place the number of the item next to the appropriate heading and review the criteria as necessary. Continue the process until all items have been classified as below.)

   PERSONAL PROPERTY—tallow; dresses and cloth; horses and cattle; dresses; cattle

   PUBLIC REAL ESTATE—plaza and fountains; *alcalde's* office

   PRIVATE REAL ESTATE—plaza church; ranch, house and barn; ranch, house, and wells

5. Conclude the lesson by having students review and correct their reports and by answering any questions they might have.

Property in the Pueblo

The next day Luisa's presents were still missing. Señor Felix wanted to cheer her up. He made Luisa's favorite lunch, *puchero*, a stew made of beef, peppers and vegetables. After lunch, Señor Felix asked her if she wanted to help him with his work. He was almost finished with his report for the governor. He only had to add a few more things to his list of property.

Luisa was glad to help her father, it would take her mind off of losing her own property. Señor Felix explained that Luisa needed to know three things to help him finish his list. Luisa listened closely as he spoke.

He told Luisa that land was very important to the pueblo. On nearby ranches, thousands of cattle grazed. On the mission land, the Indian workers grew crops and raised sheep and cattle. Most people had little plots of land for vegetable gardens. Because the pueblo was so far away from other villages, it had to supply all of its own food. Land was the most important property in the pueblo.

Luisa learned that when land is owned by someone it is called **real estate**. Real estate also includes anything built on the land like houses, barns, wells or fences. To help her father finish the list, Luisa needed to know about private real estate and public real estate.

Señor Felix told Luisa that **private real estate** was owned by people or groups and had been given to them by the government. The Stearn's ranch down the rode was private real estate. Luisa visited the Stearn's big adobe house often. They had barns and stables on the ranch, too.

Luisa's father told her that the church had also gotten land grants from the government. The big plaza church was private real estate.

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The governor wanted to find out what the owners were doing with the land. He wanted people to add things like houses, barns, crops, and stables to the land to make it better.

Next, he told her about **public real estate**–land owned by the government. Taxes raised from the people paid for it. The *alcalde* was in charge of all the public real estate.

Property that everyone could enjoy, but did not belong to any one person or group was public real estate, like the plaza and its fountain. The land that the soldiers lived on was also public real estate. Like the *alcalde*'s office, this land and its buildings all belonged to the government.

Just as they were finishing their lunch, there was a knock on the door. Standing in the doorway was Señora Bandini with her daughter Anita. In her arms Anita held Luisa's basket. Inside were all of Luisa's presents.

"Señor *alcalde*," said Señora Bandini, "we found this basket on the road near our ranch. We don't know who these belong to."

"My presents," said Luisa as she took the basket. "They must have fallen out of the wagon on the rough road. "Thank you for returning my property," smiled Luisa.

Señor Felix also thanked the Bandini's. When they left, he turned to Luisa and said. "Our pueblo is a good place to live. People here respect each other's property."

Señor Felix hugged Luisa. Then he said, "Now we must finish the report to the governor. Do you still want to help?"

Luisa was very proud that her father thought she could help. "Of course, Papa," said Luisa, "but what can I do?"

"I will show you," said Señor Felix. Then he took her hand and they went back into the office.

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Name _____ Date _____

The *Alcalde's* List

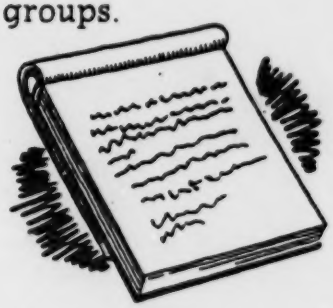
These are the last items on Señor Felix's list. Decide which property group each item should go under.

PERSONAL PROPERTY

- Everything, other than land, owned by people or groups.

PRIVATE REAL ESTATE

- Land and everything built on the land.
- Owned by people or groups.



PUBLIC REAL ESTATE

- Land and everything built on the land.
- Public real estate is owned by the government.
- Taxes raised from the people paid for it.
- Property that everyone can use, but does not belong to any one person or group.
- The land that the soldiers live on is also public real estate.
- Offices belonging to the government are public real estate.

Example: Luisa's green dress is personal property because it belongs to her and is not real estate. Cut out the strips and glue them to the *Alcalde's* Report.

OWNER	PROPERTY
Señor Sanchez	200 *botas* of tallow
Rosa Verdugo	10 dresses, 50 yards of cloth
Government	Plaza and fountain
Franciscan Order	Plaza church
Señor Stearn	1,000 acre ranch, 1 adobe house, 4 barns
Government	*Alcalde's* office
Señora Bandini	20 horses, 200 cattle
Señor Bandini	300 acre ranch, adobe house, 3 wells
Anita Bandini	5 dresses
Señor Leonis	1,000 cattle

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Name _____ Date _____

The *Alcalde*'s Report

To His Excellency the Governor of Alta Califonia, this is a report from Señor Felix, *alcalde* of the Pueblo of Our Lady, Queen of Angels, on the property contained in our regions–1883.

OWNER	PROPERTY
Personal Property	
eg. Luisa Felix	4 Dresses
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
Public Real Estate	
_____	_____
_____	_____
Private Real Estate	
_____	_____
_____	_____
_____	_____

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Law in the Pueblo

Overview

This lesson is the third of a four-lesson sequence in which students examine issues of property in the context of a Californio pueblo.

In the next two lessons, students take the role of the pueblo's *alcalde* to decide what should happen to people accused of property crimes. First, students read about and discuss the law's role in settling disputes in the pueblo. They then take on the roles of *alcaldes* and commissioners and prepare for an activity by analyzing hypothetical cases. In the next lesson, students make, review and discuss their decisions.

Objectives

Students will be able to:

- Identify law as an important component of Californio life.
- Describe the role that authority and rules play in solving problems and resolving conflicts over property.

Materials and Preparation

Handout A: Law in the Pueblo—1 per student

Procedure

A. **Focus Discussion—Conflicts Over Property**

1. Explain to students that sometimes people get into arguments about property, such as when an older child takes money from a younger one or when sisters argue over clothes. Then ask:

   ► From your own experience, what are some examples of arguments over property? (Students should be encouraged to provide examples.)

   ► What can happen if these kinds of arguments are not settled? (Students might suggest that anger, resentment, and fighting can result.)

2. Tell students that they are now going to return to the pueblo to find out how law was used to deal with such problems.

B. Reading and Discussion—Law in the Pueblo

1. Distribute **Handout A: Law in the Pueblo** to each student. Read the piece aloud as students follow along. Then ask:

   - How was an *alcalde* like a judge? (Students should recall that he would be called upon to settle arguments, hold trials, and decide on punishments for wrongdoers.)

   - What kinds of property problems did the *alcalde* have to solve? (Arguments over who owned what property, people accused of taking property, and people accused of destroying public property.)

   - How might a person who broke the law be punished? (By having to pay a fine, being placed in stocks or being whipped.)

2. Explain that in the next session, students are going to be appointed *alcaldes* of the class pueblo and make decisions about what to do with people who break property laws.

Law in the Pueblo

Most of the time, things in the pueblo were very peaceful. But, like today, sometimes people got into arguments and broke the law.

It was the job of the *alcalde* to make sure the pueblo was peaceful. He made sure people obeyed the law. An *alcalde* was also like a judge. If people got into an argument they could go to the *alcalde* to settle it. If someone was accused of breaking the law, the *alcalde* would punish the wrongdoer. Working with a council, the *alcalde* also made the laws for the pueblo.

Some of the problems the *alcalde* had to solve were about property. As today, people sometimes disagreed about who owned what. People also sometimes accused others of taking things that did not belong to them. Sometimes, people were accused of destroying or damaging public property.

Making decisions about what to do with people who broke the law could be very simple. There were no trials as we have today. If a person was accused of taking somebody's property, the *alcalde* could order an arrest or look into the matter. The *alcalde* would talk to witnesses and write down their answers about what happened. He had to do this because few people who lived in the pueblo could read or write. In small matters, he would decide who was guilty or not guilty. He then would decide what should be done to the person.

People who broke the law could be punished. It was the job of the *alcalde* to make sure the punishment was fair. A fair penalty has to do several things. It should make people suffer so they do not break the law again. It should discourage others from breaking the law. It should help the victim

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recover what was lost. In the pueblo, the most usual punishments were a fine, being placed in the stocks, or getting a public whipping. The *alcalde* could also make people give back property to another.

Sometimes the governor would send a **commissioner** to the pueblo. The commissioner checked to see if the *alcalde* was doing a good job. If the *alcalde* did not do his job or made bad decisions, the commissioner would tell the governor. The governor could then fire the *alcalde* and choose a new one. But most of the time the *alcalde* did a good job and served the people of the pueblo very well.

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The *Alcalde* Decides

Overview

This is the fourth of a four-lesson sequence in which students explore the concepts of property and law in terms of a Californio pueblo.

In this lesson, students conduct an activity in which they take on the role of an *alcalde* to make decisions about people who have broken the pueblo's property laws. Students debrief the activity by evaluating one another's decisions.

Objectives

Students will be able to:

- Make a decision to address a specific case of wrongdoing involving property.
- Evaluate a decision based on given criteria.

Materials and Preparation

- **Handout A: Story A**—1 per pair of students
- **Handout B: Story B**—1 per pair of students

Procedure

A. Focus Discussion—What Should Happen to People Who Do Not Respect Other People's Property?

1. Explain to students that our society has laws to protect property and that if people violate those laws there are penalties. Then ask:

   ▶ Why do we penalize people who steal or destroy property? (Students might suggest it is to make sure that they don't do it again or to make the person whose property is lost or destroyed feel better.)

2. Write the following purposes for penalties from the reading in the previous lesson on the board and review them with the class. Answer any questions students might have.
   - To make sure the wrongdoer suffers for the crime
   - To make sure others do not commit wrongs
   - To make sure the wrongdoer learns something
   - To return or repair the property

B. Paired Activity—Making Decisions About Wrongdoers

1. Explain to students that they are going to pretend to be an *alcalde* and make decisions about people who broke property laws in the pueblo. Also tell students they will later take the role of commissioners and check one another's decisions. Divide the class into pairs of students.

2. Distribute **Handout A: Story A** to one of the students and **Handout B: Story B** to the other student in each pair. Review the instructions and explain that they are to fill in their answers in the space provided, but not to fill in the Commissioner's Approval. Also, refer to the list on the board telling students to consider the purposes as they make their decision.
3. Read **Story A** and **Story B** to the class. Answer any questions students may have, and then ask them to complete their assignment.
4. After a reasonable time, ask students to exchange papers. This time they are commissioners and are to review the decision of the *alcalde* and fill in the appropriate spaces.
5. As students complete the task, create the following chart on the board.

	Penalty	Reason	Approval
Story A			
Story B			

6. When the class is ready, call on several students to render their decisions on Story A to the class. Fill in the chart as the decisions are given. Then ask:

   ▶ Does the commissioner approve of the decision? Why or why not? (The student in the commissioner role for the pair should state and support an opinion. Place a check in the appropriate spot if the commissioner agrees.)

Continue the process for Story B.

Name _____ Date _____

Story A

The Case of the Plaza Vandals

Directions: Pretend you are the *alcalde* of the pueblo. It is your job to make a decision about the following case. Read the story carefully. Then fill out the decision form that follows it.

Eleven-year-old Juan and 10-year-old Miguel were caught one night carving their names on one of the plaza walls. Last year both boys were caught doing the same thing on the wall of the plaza church. The boys have been charged with destruction of public property.

The boys admit they carved their names, but do not think their actions hurt anything. The shopkeepers think that the carvings make the plaza ugly. Other citizens do not want to have to pay more taxes to repair the damage.

The *Alcalde*'s Decision

I, *Alcalde*_____, find the accused **guilty** or **not guilty** (circle one) of the crime charged. The penalty for the accused should be:

_____

_____

_____

The reason I chose this penalty is:

_____

_____

_____

The Commissioner's Approval

I, Commissioner_____, think the *alcalde* **did** or **did not** (circle one) do a good job with this case. My reasons are:

_____

_____

_____

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Name _____ Date _____

Story B

The Case of the Stolen Fan

Directions: Pretend you are the *alcalde* of the pueblo. It is your job to make a decision about the following case. Read the story carefully. Then fill out the decision form that follows it.

Ten-year old Maria was caught stealing a fan from one of the shops on the plaza. She has never done anything like that before. Maria has been charged with stealing.

Maria admits she stole the fan but says the shopkeeper has many more. She says she took the fan because all the other girls her age have them and she did not have any money to buy one. The shopkeeper says theft is becoming a big problem. He is worried that, if Maria is not punished, other children will also try to steal.

The *Alcalde*'s Decision

I, *Alcalde*_____, find the accused **guilty** or **not guilty** (circle one) of the crime charged. The penalty for the accused should be:

_____

_____

_____

The reason I chose this penalty is:

_____

_____

_____

The Commissioner's Approval

I, Commissioner_____, think the *alcalde* **did** or **did not** (circle one) do a good job with this case. My reasons are:

_____

_____

_____

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Freeze Patrol: Solving Property Problems
(Contemporary Application)

Overview

In this lesson, students contemporize what they have learned about property by trying to resolve modern conflicts about property.

First, students read and discuss a presentation describing conflicts that can develop over property. Then in a class activity, students make suggestions for avoiding or resolving such conflicts.

Objectives

Students will be able to:

- Identify common conflicts over property.
- Generate suggestions for avoiding or resolving such conflicts.

Materials and Preparation

- **Handout A: Property Problem**—1 per student
- **Handout B: You Are the Freeze Patrol**—1 per group

Procedure

A. Focus Discussion—Avoiding Conflicts Over Property

1. Explain to students that today, as in the day's of the pueblo, people sometimes get into arguments over property. Also, sometimes people get in trouble for not respecting the property of others. Ask:

   ▶ What can happen if people get into arguments over property? (Students might suggest that friendships might be lost or people can get into fights.)

   ▶ What can happen if people don't respect the property of others? (Students might repeat the responses from above and add that one might be arrested or have to go to court.)

B. Role Play—Freeze Patrol

1. Explain to students they are going to role play certain conflicts that can develop over property and try to come up with ways to avoid them. Divide the class into six groups.
2. Distribute to each group one of the six sections from **Handout A: Property Problem**. Explain that each group is to follow the instructions on the handout by preparing a skit of the conflict described.

3. Select a pair of students representing each group as members of the Freeze Patrol. Pull these students together, distribute **Handout B: You Are the Freeze Patrol** to each pair, and briefly review the instructions. They are to think of ways to avoid or resolve the conflict presented.

4. As the groups are preparing, place the following instructions on the board:
   - Skits will be performed one at a time.
   - All skits will be performed twice.
   - During the second performance, at any time, the Freeze Patrol can yell "Freeze." All group members must freeze.

5. Conduct the role plays one at a time. Debrief each one with the following questions:

   ► What did the Freeze Patrol do to help settle the argument?

   ► What other suggestions might help settle the argument?

Property Problem

Property Problem 1

Your group will act out the story below. You will act it out twice. The second time the Freeze Patrol will try to help settle the argument.

Charlie and Bill were friends. Bill always forgot his pencil in class, so he borrowed one from Charlie. The problem was that Bill liked to chew on pencils. When Bill returned the pencil it had teeth marks all over it. This made Charlie very angry. Bill said it was no big deal. Some of their friends agreed with Charlie, some agreed with Bill.

Property Problem 2

Your group will act out the story below. You will act it out twice. The second time the Freeze Patrol will try to help settle the argument.

For her birthday, Elva got two softball mitts. She really loved them because she played second base for her team. But she did not need two of them. So she gave her best friend, Lourdes, one. A week later, Elva lost her mitt. She asked Lourdes to give hers back. Lourdes said no and Elva became very angry. Some of their friends agreed with Elva, some agreed with Lourdes.

Property Problem 3

Your group will act out the story below. You will act it out twice. The second time the Freeze Patrol will try to help settle the argument.

Paul and Greg had to stay after school for not handing in their work. As they were leaving, they passed through the lunch area. They decided to trash the lunch tables. Both pulled out markers and started writing. Just then the custodian came by and saw what they were doing. He was very angry and took them to the office.

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Property Problem 4

Your group will act out the story below. You will act it out twice. The second time the Freeze Patrol will try to help settle the argument.

Jennifer and Lisa were walking home from school. It had been raining really hard. They came to a big puddle at the corner. Suddenly, Jennifer dropped her school book in the water. She then used it as a stepping stone to cross the puddle. Lisa got very angry at Jennifer for wrecking school property and wouldn't talk to her. Jennifer said it was no big deal. Some of their friends agreed with Jennifer, some agreed with Lisa.

Property Problem 5

Your group will act out the story below. You will act it out twice. The second time the Freeze Patrol will try to help settle the argument.

The Skatedogs and the B-Ball Greats were two groups of friends. One group liked to roller blade. The other always played basketball. Both liked to hang out and play on the concrete pad at the park. But they could not play their sports at the same time. One Saturday, both groups showed up at the same time. Both wanted to use the area. Soon there was a big argument.

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You Are the Freeze Patrol

As a member of the Freeze Patrol, it is your job to try to settle an argument over property. Follow these directions.

1. With your partner, carefully read the **Property Problem** your group is working on. Think of ways you might try to settle the argument. Think about:
   - What might happen if the argument gets out of hand. People might get hurt. People might get into trouble.
   - Ways the argument might be settled. They might agree to share the property or decide not to borrow from one another.
   - Who might help them solve the problem in the future. They might talk to a parent or a teacher about the problem.
2. When the group acts out its story the second time, say "Freeze" to stop the argument. You and your partner go up to the group and help settle the argument.

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Taking Care of the School

(Community Adventure)

Overview

This lesson culminates the unit on property with a service project. The project is designed to reinforce the concept of public property and the idea that it is everyone's responsibility to take care of it.

Students brainstorm examples of public property and discuss the responsibility that goes with ownership. Students brainstorm project ideas for maintaining or improving public property they care about. Students then select and implement a service project.

Objectives

Students will be able to:

- Identify examples of public property.
- Explain that public property belongs to everyone and is the responsibility of everyone.
- Use cooperative-learning and critical-thinking skills to help plan and implement a service project.

Materials and Preparation

See "Tips for Doing Service Projects" in "Teacher Tips."

Procedure

A. **Focus Activity—Public Property Brainstorm**

1. Ask students:

   P What are some examples of public property? (The school, streets, parks, etc.)

   P Who owns public property? (Everyone)

   P Who is responsible for taking care of public property? (Students may answer the custodian, street cleaners, park maintenance people, but get them to understand that they and their parents pay for these services in taxes. [You might explain that even students pay taxes when they pay for items at the store.])

   P What public property is important to you? (Schools, parks, streets, etc.)

2. Explain to the class that they are going to have a chance to help take care of or improve public property they care about.

3. Once the class has identified the public property they want to improve, brainstorm project ideas and plan the project.

B. Service Project Ideas

Some suggested projects are:

- Organize a graffiti paint-out day.
- Design and paint a mural on a wall.
- Plant flowers or a garden at school.
- Create a Do Not Litter or Do Not Vandalize poster campaign.
- Create a school assembly on taking care of the school.
- Organize a litter and graffiti clean-up patrol.
- Create a picture book for younger students showing how the school belongs to everyone and how everyone can help maintain it.

Unit III: Authority
Lesson 1

Trouble in Gold Flats

Overview

This lesson is the first of a four-lesson sequence. Students examine issues of law and authority in the hypothetical California mining camp of Gold Flats.

In this lesson, students are introduced to the *Gold Flats Gazette*, which describes problems that the camp is experiencing due to a lack of laws and people in positions of authority.

First, students discuss the need for authority. Then they read stories and in a directed discussion identify the problems, their causes, and their effects. Finally, in small groups, students generate ideas to solve these problems.

Objectives

Students will be able to:

- Identify consequences of a lack of law and authority including examples of destruction of property, fighting, and unresolved conflicts.
- Identify the need for positions of authority to help make laws, enforce laws, and resolve disputes.

Materials and Preparation

- Conduct this lesson after the class has studied the California Gold Rush or other examples of frontier lawlessness.
- Handout A: *Gold Flats Gazette*—1 per student
- Handout B: Editorial—1 per student (Optional)

Procedure

A. Focus Activity—The Need for Authority

1. Ask students to imagine what it might be like if there were no one in charge: no parents, no teachers, no police officers, or no priests or ministers. Then ask:

   ➤ What problems might arise if no one had any authority? (Students might answer that there would be no one to enforce rules, make decisions, or take care of them.)

   ➤ How would you feel if there was no one in authority? (Students might claim positive feelings because no one would tell them what to do, but others might predict negative feelings such as fear or anxiety.)

2. Note that, at different times and places in history, people have experienced what it is like with little or no authority. Mention that students have studied such a period, the California Gold Rush or life on the frontier. Briefly review what they remember from their studies.

B. Oral Reading—The *Gold Flats Gazette*

1. Explain to students that in this lesson they will take a look at what happened in a fictional Gold Rush camp when there was no one in authority. Then distribute to every student **Handout A: *Gold Flats Gazette*.**

2. Read the section titled "Premier Issue" to the students out loud. Ask:

   ▶ What is Gold Flats?

   ▶ What seems to be the trouble in Gold Flats?

C. Class Activity—Identifying the Consequences of No Authority

1. Create the following chart on the board:

Trouble	Causes	Effects	Solutions
A.			
B.			
C.			

2. Select a student to read story A, "Fire Destroys the Hollow," out loud to the class. As students answer the questions below, fill in the chart.

   ▶ What trouble happened in the story? (A fire.)

   ▶ What caused the trouble? (Fire too close to tents; no laws or rules against fires in the camp.)

   ▶ What were the effects of the trouble? (Part of camp destroyed; property lost).

3. Repeat the process with story B and story C until the chart is filled in except for solutions. (For B, the trouble is the camp fight; its causes were that Shea was sick of being teased and that no one was in authority to stop it; its effects were many injuries. For C, the trouble is claim jumping and a fight; its causes were that they wanted the same property and there was no one in authority to decide which claim was valid; its effects were injuries.)

D. Small-Group Activity—Finding Solutions

1. Tell students they now are going to think up solutions for each of the problems in Gold Flats.

2. Divide students into small groups of two to three students. Assign each group one of the articles—A, B, or C. Ask them to think of solutions to that problem and write down their two best solutions.

3. When students finish, regroup the class and call on groups to share their solutions. Write them on the chart. (If students do not come up with the *following* solutions, suggest them: For article A, a law-making body, such as a camp council. For article B, a law-enforcer, such as a sheriff. For article C, a person to decide disputes, such as a judge.)

4. Debrief the lesson by asking: Which solutions do you think are best? Why?

Extension

- Using **Handout B: Editorial**, have students write letters to the editor of the *Gold Flats Gazette*. Explain the purpose and nature of letters to the editor. Tell them their letters should suggest things the camp should do to solve its problems. Explain that their letters should be addressed "To the Editor," and that their topic sentence should be "I think the camp should..." The rest of the letter should give reasons why the camp should do this.
- Have students draw pictures illustrating the problems that arose in the camp along with pictures illustrating solutions.
- Have students draw a map of the camp utilizing information from the *Gazette* and their own imaginations.

Gold Flats Gazette

September 15, 1849

Trouble in Gold Flats

PREMIER ISSUE

It has been one year since Miner Juan Carrera discovered gold in Gold Flats Creek. Now we have nearly 1,200 miners living in the camp. We even have three real buildings: the hotel, assay office, and the saloon. We also now have our own newspaper. Last week, your editor, William Maxwell, got a Bleeker single-sheet hand printing press. It was shipped all the way around the horn. It is our goal to print the news of Gold Flats. We will also tell our readers about the problems that face the camp.

The time has come for Gold Flats to take stock. Miners' Law is just not working. Every community needs laws and authority. We have none. Our once peaceful camp has turned dangerous. The three stories in today's paper show what happens if there is no law or authority.

A

Fire Destroys Hollow

Twenty miners lost their tents and belongings Saturday night last. The men living in the Hollow had been dancing and singing into the wee hours. Around midnight, several men built a huge bonfire. It was too close to a row of tents. The fire caught a tent and rapidly spread. No one was injured, but many lost everything before the fire was put out. Those who lost their goods were angry. But the men who started the fire just laughed. "There are no rules against fires in this camp and no one to make them," said one. "Folks who don't like it should move on."

B

Many Injured in Fights

The bad blood between "Blackpatch" Shea and Max Steiner led to violence Tuesday. Shea said he was tired of Steiner making fun of him. He grabbed an axe handle and went looking for Steiner. He found him near the hotel. The two men argued. When Steiner looked away, Shea smashed him on the head. Several of Steiner's friends jumped him. Shea's friends came to help. This big fight injured many people. Steiner is near death, Shea has a broken jaw. One bystander said, "I thought about trying to break up the fight. But it is not my job."

C

Claim Jumping Charged

Lee Chang, a Chinese miner, arrived in camp on Monday afternoon. He was bloody and bruised. He had been mining on a claim on the upper fork of Gold Flats Creek. Two men showed up at the claim and told him to get off. They said they had staked a claim there. When he refused, they beat him up and chased him away. Some miners felt sorry for him, but did not think it was any of their business. "It's not our job to decide whose claim it is," one of them said.

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Name _____ Date _____

EDITORIAL

Law and authority comes from the people themselves. First, we need to elect leaders and give them the authority to make fair laws. We need to give someone the authority to enforce the laws that are made. We need to give someone the authority to decide who is breaking the law and what should happen if laws are broken. Who can do these jobs?

Letters to the Editor

The editor of the Gold Flats Gazette wants to hear from the people of the camp. Write a letter that describes your ideas about how to solve the problems of the camp. What should the people of the camp do? Be sure to give reasons for your ideas.

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Gold Flats Gets Some Rules

Overview

This is the second in a series of four lessons that take place in the hypothetical Gold Flats mining camp of 1849.

In this lesson, students become the Gold Flats camp council and analyze a given set of rules for the mining camp. Students work in small groups to evaluate the rules in terms of fairness, effectiveness, and enforceability.

Objectives

Students will be able to:

- Describe the need for rules and authority.
- Understand the necessity for fair and enforceable rules.
- Evaluate given rules in terms of fairness, effectiveness, and enforceability.

Materials and Preparation

- **Handouts A–D: Camp Rules** for A) Fires, B) Fights, C) Claims, or D) General Rules—Each group of 2–3 students will receive either **Handout A, B, C or D**. Since each page has two handouts, you will need to cut the pages.
- Write guiding questions on the board:

  Is the rule effective?

  What problem does the rule try to solve?

  Does the rule solve the problem?

  Is the rule fair?

  Can the rule be enforced?

  Should we keep the rule?

Procedure

A. Focus Activity

1. Tell students that today they are going to revisit the mining camp of Gold Flats. Remind students that in the last lesson they learned about some problems Gold Flats was having. Use the following questions to review:

   ► What kind of trouble was happening in Gold Flats? (Fires, fights, claim jumping)

   ► What did we decide Gold Flats needed to do about its problems? (Get rules, police, judge)

2. Tell students that since their last visit, there have been some big changes in Gold Flats:

   A lot of people in the camp started talking about needing law and order to stop the fights, fires, and other trouble.

   Last night, all over the camp, as people sat around their campfires, they talked about different rules they would make to solve the problems.

   This morning, when everyone got up, there were lists of camp rules stuck to everything. The rules were posted on trees, tents, the saloon...everywhere.

   As everyone started reading the rules, there was a lot of cheering...and also a lot of complaining. Almost everyone agreed that most of the posted rules were good, but many thought a few of the rules were unfair, or just plain silly.

   The people in the camp decided they needed some leadership. They picked some people who were leaders in the camp and made them a "camp council."

   Everyone in Gold Flats wants the camp council to try to solve the camp's problems. They want the camp council to decide on some good and fair rules.

   (You may want to post the rules around the classroom for effect.)

3. Inform students that they are the leaders who the people of Gold Flats chose as the camp council. It will be their job, as camp council, to decide on a set of camp rules that will solve problems in the camp and will still be fair to everyone.

B. Class Discussion (Optional)—Concept Building: Fair, Effective, Enforceable

1. Tell students that their job as camp council will be to choose the rules that are fair, effective, and enforceable.

2. If needed, conduct a brief discussion to build these concepts using the following hypothetical. Ask students to imagine that the school is having a problem with people pushing one another at the drinking fountains and that two rules have been proposed. Ask them to critique each rule in terms of fairness, effectiveness, and enforceability.)

   Rule #1: Only girls may use the drinking fountains. (Unfair: It assumes that all boys and only boys are causing the problem. Ineffective: If girls are causing the problem, then the rule won't solve the problem. Enforceable: A monitor could report violators.)

   Rule #2: No student could think about pushing another student. (Fair: It applies to all students. Ineffective: This would not stop the problem. Unenforceable: How would you know if someone was thinking about pushing people?)

C. Small-Group Activity—Choosing Rules

1. Divide the class into groups of three to four students. Distribute one of the **Handouts (A, B, C, or D)** to each group.

2. Tell the students their job, as camp council, is to decide which rules should be kept and which rules should be thrown out. Different groups will be choosing rules for Fires, Fights, Claim Jumping, or General Rules.

3. Tell students that each group should work together, read each rule, then think about the questions on the board to decide if the rule is fair, effective, and enforceable. One person in each group should be the recorder and write down the reasons each rule is either kept or thrown out.

4. Tell the students how much time they will have to choose the best rules.

D. **Group Reports—The Camp Council Decides**

1. After groups have made their lists of camp rules, ask each group to share one of the rules they kept and one of the rules they threw out. The reasons for these decisions should also be shared. Record the rules groups kept on the board.

2. Be prepared to guide a discussion to help students recognize any rules which should have been included or thrown out. If necessary, hold a "council vote" to establish a final list of camp rules.

E. **Debriefing**

Tell students that the people of Gold Flats thank them for helping establish law and order in the camp. Explain that in the next Gold Flats lesson, they will learn what happens in Gold Flats when citizens don't follow the rules.

Name _____ Date _____

Gold Flats Camp Rules

Fires

1. All campfires must be built in safe places.
2. Only miners who are wearing blue shirts may have campfires.
3. All fires must be put out before going to sleep.
4. Fires can be built on Sunday and Friday. On other days, eat raw food.
5. If you burn other peoples' property or any buildings in Gold Flats, you will have to pay for the damage.

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Name _____ Date _____

Gold Flats Camp Rules

Fighting

1. If someone makes you mad, throw all of his or her clothes in the river.
2. Knives, guns, and tools may only be used for hunting or working...not for fighting!
3. Don't fight. If you cannot solve a problem, take it to the council.
4. If a fight breaks out in the camp, do not join in. Get help to break it up.
5. If anyone calls you a name or picks a fight, put some chili pepper in their coffee the next morning.

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Name _____ Date _____

Gold Flats Camp Rules

Claim Jumping

1. All claims must be clearly marked so everyone can see the area you have claimed.
2. Everyone has to mark their claim the same way so that no one is confused. New rules for marking claims will be made soon.
3. Anyone who tries to take someone else's legally marked claim will not be allowed to talk for a month.
4. If a claim is legally marked, it is the property of the rightful owner. No one can mine the land without the owner's permission.
5. If you do not find gold on your own claim, tell other miners you did so that they will trade claims with you.

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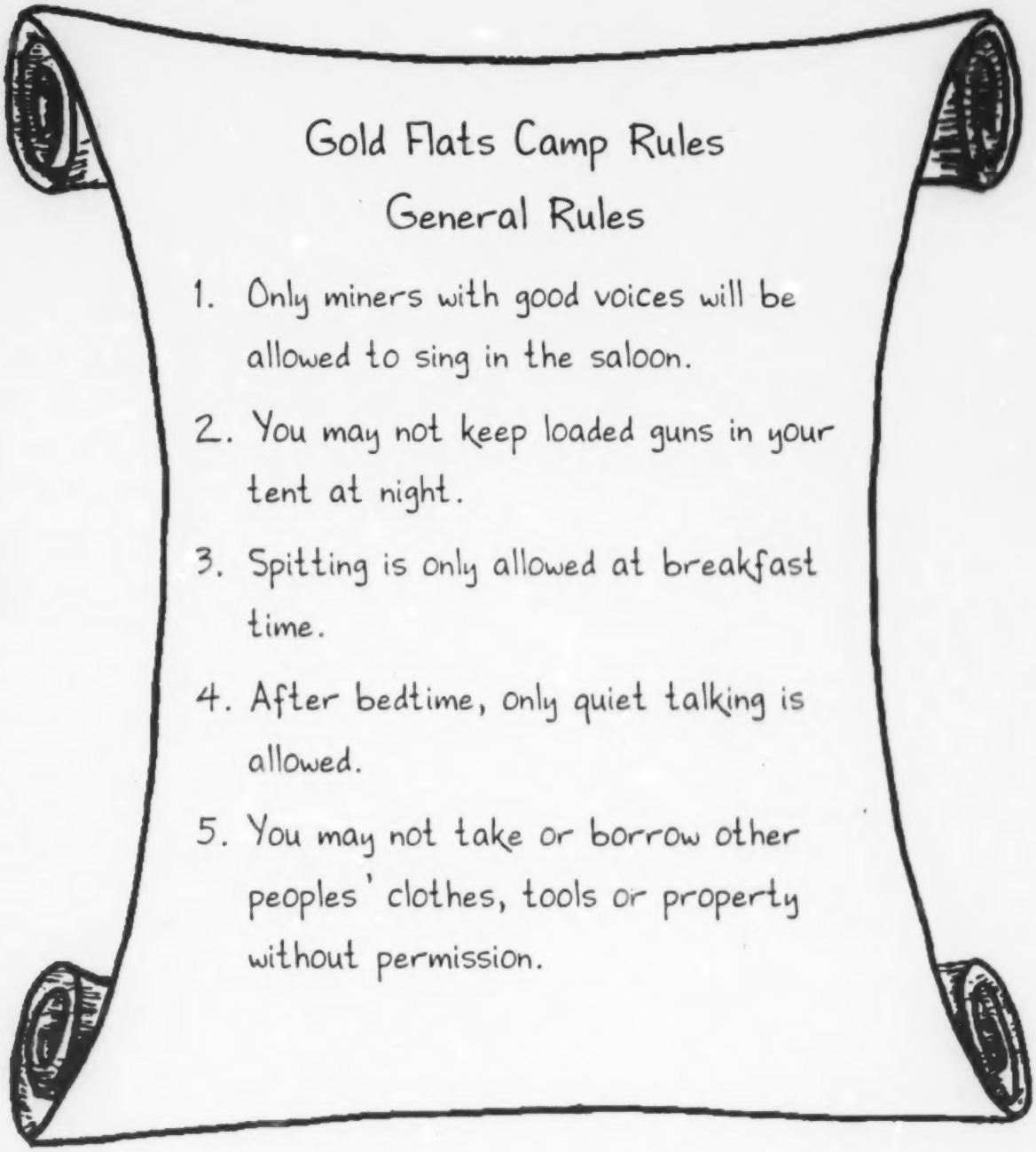
Name _____ Date _____



Gold Flats Camp Rules

General Rules

1. Only miners with good voices will be allowed to sing in the saloon.
2. You may not keep loaded guns in your tent at night.
3. Spitting is only allowed at breakfast time.
4. After bedtime, only quiet talking is allowed.
5. You may not take or borrow other peoples' clothes, tools or property without permission.

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Unit III: Authority
Lesson 3

Gold Flats Gets a Judge

Overview

This is the third in a series of four lessons that take place in the hypothetical Gold Flats mining camp of 1849.

In this lesson, students learn about the role and function of judges in interpreting laws and deciding cases.

First, students discuss what the camp council and judge do in the hypothetical mining camp of Gold Flats. Then students perform a readers theater about a trial in the mining camp and students in the audience act as judge of the trial.

Objectives

Students will be able to:

- Describe the different roles of a legislative body (camp council) and a judge.
- Interpret the meaning of a rule and apply it to a hypothetical case.

Materials and Preparation

- **Handout A: Here Comes the Judge**—1 to the 4 students and yourself performing the readers theater
- **Handout B: Gold Flats Judge Form**—1 per student
- Select four good readers and have them practice their parts in **Handout A**. Make signs for each to wear saying, "Narrator," "Sluggish," and "Venal."

Procedure

A. **Focus Activity—Here Comes the Judge**

1. Tell students that today they are going to take part in the first trial in Gold Flats. If much time has elapsed since the last lesson, ask what they remember about Gold Flats.

2. Tell students that the following has happened in Gold Flats:

   Gold Flats used to be a dangerous place. Miners were careless with fires and sometimes parts of the camp burned down. Miners argued over claims and fights often broke out. The place had no law or authority. So the miners got together and formed a camp council, which made rules for everyone to follow. The council also chose a judge. The judge runs trials, listens to arguments, and decides who is right. A judge must decide what rules mean and whether someone has broken a rule. A judge must listen carefully, think clearly, be fair, and follow the rules.

3. Tell students that today they are going to role play judges so it is important that they understand the role of the camp council and judge. Ask students:

   - What is the job of the camp council? (To make rules and appoint the judge.)
   - What's the judge's job? (To run trials, decide cases, interpret laws.)
   - What must a good judge do? (Listen carefully, think clearly, be fair, and follow the rules.)

B. Readers Theater—Mock Trial

1. Tell students that each of them is going to pretend to be the judge of Gold Flats and hear a case. Remind them that a judge must listen carefully, think clearly, be fair, and follow the rules. Distribute **Handout B: Gold Flats Judge Form** to all students. Explain that **Handout B** is a Judge Form that they will fill out after they hear the case. It has on it a rule that is important to the case.
2. Perform the readers theater (using **Handout A**).
3. When the readers theater finishes, ask students:

   - What does a person have to do to stake a claim in Gold Flats?
   - What reasons support Sluggish?
   - What reasons support Venal?

4. Tell students to use the Judge Form and decide the case. Ask them to write down their reasoning.

C. Debriefing

1. Collect the Judge Forms. Ask: How many judges ruled in favor of Sluggish? How many ruled in favor of Venal? Ask a few judges to share their reasons.
2. Debrief the role play by asking:

   - What were the best arguments in favor of Sluggish?
   - What were the best arguments for Venal?
   - Why does Gold Flats need a judge? (Be sure they mention that, before the judge came to Gold Flats, fights resolved disputes.)

Here Comes the Judge

Narrator 1: Today will be the first trial ever in Gold Flats.

Narrator 2: Gold Flats is a mining camp. A month ago, it was a dangerous place.

Narrator 1: There were a lot of fires, fights, and claim jumping. The place had no law or authority.

Narrator 2: So the miners got together and formed a camp council. To make the camp safe, the council made many rules.

Narrator 1: The council also chose a judge.

Teacher: That's you. (Look at the class.) Each of you today is the judge.

Narrator 1: A judge runs trials, listens to arguments, and decides who is right. A judge must often decide questions like...

Narrator 2: What do the rules mean? Did someone break a rule?

Narrator 1: A judge must listen carefully...

Narrator 2: think clearly...

Narrator 1: be fair...

Narrator 2: and follow the rules.

Narrator 1: It's not an easy job.

Narrator 2: At today's trial, the judge will decide an argument between two miners...

Sluggish: Jan Sluggish, that's me.

Narrator 1: ...and another miner...

Venal: Lynn Venal, that's me.

Narrator 2: Both miners say they own the same claim.

Sluggish: It's my claim!

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Venal: No, it's not! It's my claim!

Narrator 1: In the old days...

Narrator 2: when there were no rules and there was no judge...

Narrator 1: this argument would have led to a fight.

Narrator 2: But with the new rules and a judge, the argument has ended up in court.

Teacher: The judge—that's each of you—must decide whose claim it is. Is it Sluggish's?

Sluggish: It's mine! It's mine! It's all mine!

Teacher: ...or Venal's?

Venal: It's mine! It's mine! It's all mine!

Teacher: As you can see, they both think they own it. The judge—that's you—will soon decide who owns it and why. Listen carefully to the story and then decide.

Narrator 1: This is one of the first rules the camp council made. It says that to make a claim, a miner must do three things.

Narrator 2: First, a miner must put a tall stake at each of the four corners of the claim.

Narrator 1: Second, the miner must put three large rocks around each stake.

Narrator 2: Third, the miner must put a tall stake with a white cloth at the middle of the claim.

Teacher: As a judge, you, of course, have a copy of this rule. It's on this handout that we passed out. (Hold up the handout.) O.K., let's get on with the story.

Narrator 1: After the council made this rule, Jan Sluggish went out to stake a claim.

Sluggish: I found a great place. It was near the river. I pounded in four stakes at the corners of my claim. I pounded in another stake at the center of my claim. I then put a white cloth on it. This was a lot of work. It was about two in the afternoon. I hadn't eaten all day. So I decided to go

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to the saloon, have a drink, and get some grub. Then I'd come back and carry the heavy rocks to the stakes.

Narrator 2: About a half hour after Sluggish left, Lynn Venal came to the claim.

Venal: I saw this great place right by the river. Someone had left some stakes behind. I figured they didn't want the claim, but I sure did. I wanted to do it right. So I pulled the stakes out and pounded them in again myself. Then I carried large rocks and put them around the stakes. Just as I put the last heavy rock in place, Sluggish showed up and started screaming.

Sluggish: It's my claim!

Venal: No, it's not! It's mine!

Narrator 1: Would you both please explain to the judge why you think it's your claim.

Sluggish: Sure. It's my claim because I got there first. I put in all the stakes and the white cloth.

Venal: But you didn't carry the rocks.

Sluggish: I would have, but you didn't let me finish.

Venal: You shouldn't have left. I did everything I was supposed to. I put in the stakes, put up the white cloth, and carried the rocks. That means it's my claim.

Sluggish: It should be my claim. I should have had time to finish. What Venal is saying means that someone could watch another person stake a claim and then race in at the last minute, finish staking the claim, and the claim would be that person's. That wouldn't be right.

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Gold Flats Judge Form

I, the Honorable _____, judge of Gold Flats,
(your name)

hereby decide the case of Sluggish v. Venal in favor of

_____.
(Sluggish or Venal)

This is the reason for my decision: _____

_____

_____

_____

Dated: _____

Signed: _____

This is a copy of the rule important to this case:

To make a claim, a miner must do three things:

1. Put a tall stake at each of the four corners of the claim.

2. Put three large rocks around each stake.

3. Put a tall stake with a white cloth at the middle of the claim.

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The Sheriff Deputies of Gold Flats

Overview

This is the last in a series of four lessons that take place in the hypothetical Gold Flats mining camp of 1849.

In this lesson, students learn that law enforcement officers need rules to follow.

First, students read about and discuss the different roles of the camp council, sheriff deputies, and judge. Then, after reading a story about deputies doing a good job of stopping a fight, students brainstorm rules so deputies will perform the same in the future. Finally, in pairs students read about problems involving deputies and think up rules to solve the problems.

Objectives

Students will be able to:

- Describe the different legislative, judicial, and executive functions of a camp council, a judge, and sheriff deputies.
- Create rules to prevent misbehavior by sheriff deputies.
- Evaluate which rules are most effective.

Materials and Preparation

- Handout A: ***Gold Flats Gazette*** – 1 per student

Procedure

A. Focus Activity – ***Gold Flats Gazette***

1. Tell students that you have another edition of the *Gold Flats Gazette*. Tell them things seem to be getting better in Gold Flats. Read aloud to students the first paragraph of the editorial on **Handout A: *Gold Flats Gazette***. Ask them:

   ▶ Who helped restore law and order to Gold Flats? (Judge, camp council, and sheriff deputies. Write these answers down the side of the board.)

   ▶ What is the job of each? (Judge runs trials, decides cases, interprets laws. Camp council makes rules. Sheriff's deputies enforce the rules. Write what each does on the board.)

2. Tell students that Gold Flats still has some problems. Read aloud the second paragraph of the editorial. Ask students:

   ► Who were the problems with? (Sheriff's deputies.)

   ► Why were there problems? (The deputies had no rules.)

   ► What is the camp council going to do? (It is going to meet and make rules for the deputies.)

3. Tell students that the deputies don't always do things wrong. Read aloud the third paragraph of the editorial. Ask students:

   ► What did the deputies do right? (They broke up fight without using excessive force. They treated everyone the same.)

   ► What rules could the council make so deputies will act like this in the future? (Accept various answers, but students should come up with "don't use too much force" and "treat everyone the same.")

B. Paired Activity—Camp Council

1. Tell students that they are going to pretend to be members of the camp council and make rules for the deputies to follow. Distribute **Handout A**.
2. Divide the class into pairs. Assign pairs one of the three stories—A, B, or C. Tell students that they should write one rule for deputies that would solve the problem in the story.
3. Give students about 10 minutes to read the story and write down a rule.
4. Then read aloud to students story A, "Deputies Search Camp." Call on pairs who had story A to read their rules to the class. Write them on the board, discussing why they are/are not good rules.
5. Repeat the process in step 4 for stories B and C.
6. Debrief the activity by asking: Why do law enforcement officers need rules?

Gold Flats Gazette

November 12, 1849

Council Meeting Tonight

EDITORIAL

Gold Flats has come a long way. Just two months ago, the camp was in trouble. We had no rules and no authority. Fights broke out and nobody stopped them. Campers built fires in dangerous places. Miners fought over claims. Now we have law and order. A judge hears cases. A camp council makes rules. And sheriff's deputies enforce the rules.

But there have been some problems with the deputies. The three stories in today's paper tell about the problems. We believe these problems took place because the deputies had no rules to follow. At a meeting tonight, the camp council will make rules for the deputies. These rules should solve the problems.

While we must solve these problems, let's not forget the good job the deputies usually do. Just last week, deputies broke up a brawl. They didn't use their guns. They didn't beat up anyone. They just used enough force to stop the fight. As one miner said, "They did a great job. They didn't use too much force. They didn't play any favorites. They just broke up the fight."

Let's hope the new rules help the deputies do an even better job.

A

Deputies Search Camp

Last Thursday night, sheriff deputies searched all the tents in camp. Deputies said they were looking for three rifles stolen from the hotel. They said they were sure someone in the camp had stolen the rifles. The search turned up nothing.

Miners were angry. "It was awful," said miner David Gallo. "They woke us up and made us go outside. It was cold. Then they went through all our stuff. We hadn't done anything. Nobody had even said we'd done anything. They just searched everybody. That's not right."

B

Miner Confesses to Crime He Didn't Do

Late Tuesday night, Joe Smith confessed to deputies. He said he stole Sam Murdock's gold. But Wednesday morning Murdock told deputies he had found his gold under his bunk. Nobody had stolen it.

Why did Smith confess? Smith says, "The deputies questioned me all night and all the next day. They took turns. They didn't let me sleep. They kept saying, 'We know you did it. Just tell us and we'll leave you alone.' I got so tired that I told them I did it. I needed to sleep. They shouldn't question people like that. It's not right."

C

Deputy Acts as Judge

Monday night at the Lucky Star Saloon a fight broke out. Deputy Tim Lane quickly stopped it. He took two men into custody, "Hammer" Jones and "Mousy" Malone. After Deputy Lane spoke to both men, he let "Mousy" go. Then Deputy Lane said to Jones, "You started that fight. You're always picking on 'Mousy.' I find you guilty of disturbing the peace. I fine you $25. That will make you think twice before you start another fight."

Jones paid the $25 and left. But he says Deputy Lane was wrong. "He had no right to fine me. He's not a judge. I didn't even get a trial. It's not right."

Police Patrol

(Contemporary Application)

Overview

In this lesson, students learn about the role and function of modern police officers and the laws that govern their actions.

Working with actual police officers, students take the role of police officers and citizens and simulate realistic police call situations.

Objectives

Students will be able to:

- Observe and critique simulated police-citizen encounters.
- Discuss the difficulties of police work.
- Distinguish inappropriate and appropriate police and citizen behavior.

Materials and Preparation

- **Handout A: Police Call**—1 of the 7 police calls per citizen group of 4 students. (Choose the police calls you think are most appropriate for your class.)
- **Handout B: Police Manual**—1 per student acting as police officer. You can copy the two pages of this handout back-to-back and fold to make it into a manual.
- **Handout C: Officer Instructions for Police Patrol**—1 per ORP
- Outside Resource Persons (ORPs)—one or two police officers. See the section on "Using ORPs" in "Teacher Tips." Send the officers a copy of **Handout B: Police Manual** and **Handout C: Officer Instructions for Police Patrol**. You may want to invite the same officers to remain and help students brainstorm ideas for projects for Lesson 6. If so, send them **Handout B: Officer Instructions for Planning Discussion** from the next lesson.

Procedure

A. Setting Up Role-Play Groups—5 minutes

1. Tell students that today they will have a chance to begin to see what it is like to be a police officer on patrol. Briefly introduce the officer.
2. Divide the class into groups of six students. Assign each group a number.
3. Instruct the groups to send two people to the front of the room. These students will play the role of police officers, while the rest of the group will be citizens who are going to need to call the police. Adult officers will need to work with the students in the police group.

B. Preparing for Role Play—20 minutes

1. With the police group remaining in the front of the room, distribute one of the seven **Police Calls** from **Handout A** to each citizen group. Explain that their task will be to act out the situation described on their Police Call card. Each person in the group must have a role in the skit.
2. Distribute **Handout B: Police Manual** to the students in the police group. Ask the adult officers to assist the students in reading and understanding the manuals.
3. Explain that in the citizen groups, students will need to plan a skit to show the reason why they are calling the police. In the police group, they need to work with the officers to learn how to be police officers.
4. Tell students that, when the role play begins, groups will call for police. The student officers originally attached to each group will respond to the scene and the citizens will act out their situation. The officers will respond as they have been trained. Ask the adult officers to accompany the students answering the call and to coach the students during the role play as needed.
5. Remind all groups that they will have 10 minutes to prepare for the role play.

C. Group Role Plays—30 minutes

1. When groups are prepared to role play, set the scene by reading the appropriate scene (below) before each group performs. Then have the "caller" ask police for assistance by calling out the situation so the whole class can hear. As soon as the police attached to that group arrive, the role play should begin.

   Scene #1: This is the scene of a car accident.

   Scene #2: This takes place in front of a school. Some people look like they're dealing drugs.

   Scene #3: In this scene, some young people are hanging out near a store at night.

   Scene #4: In this scene, a family sees someone hiding in their back yard.

   Scene #5: This takes place in a shoe store. Some young people are accused of shoplifting.

   Scene #6: In this scene, people hear screams of a couple fighting inside a house.

   Scene #7: In this scene, neighbors are fighting about loud music.

2. After each police call is acted out, lead a brief discussion with the whole class (including the officers) asking the following questions:

   - Did the citizens act like real people would?
   - Did the police act like real police would?
   - Would anything else have happened?

3. Repeat the process with each citizen group.

D. Debriefing—10 minutes

After the role play ends, discuss the simulation using the following questions:

- What have you learned about police work today?
- How did you feel when you played the role of citizens? Police officers?
- Are citizens afraid of the police?
- Are the police ever afraid?
- How do you think fear affects the way police officers and citizens get along?
- What do you think might be the hardest part of police work?

Police Call #1

Your group will act out a skit about a car accident. A drunk driver has run a red light and hit a car. One person is hurt badly.

Roles: Two or three people in one car. One of them is hurt badly.

One drunk driver in another car.

Caller: "Police, come quickly! There's been a terrible accident."

Police Call #2

Your group will act out a skit about people buying drugs in front of a school. The principal calls the police.

Roles: One person selling drugs

Two or three persons buying drugs

The principal of the school

Principal (caller): "Police, come to the school! Someone is selling drugs right in front of the school."

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Police Call #3

Your group will act out a skit about a group of young people hanging out on a street corner at 9:30 at night. A shopkeeper calls the police.

The shopping area has a lot of crime. The young people are loud, but they are just waiting for an older brother to pick them up to take them to a friend's house. The shopkeeper thinks they are causing trouble with customers going into the store.

Roles: Three or four friends hanging out

The shopkeeper (the caller)

Shopkeeper (caller): "There is a group of gangsters hanging out on the corner. They are hassling my customers."

Police Call #4

Your group will act out a skit about a family who hears noises in their yard after dark. The family sees someone hiding in the bushes. The person appears to be holding something.

The mother calls the police.

Roles: Two or three family members (one is the caller)

The prowler

Caller: "Police, please hurry! There is a burglar outside our house."

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Police Call #5

Your group will act out a skit about some kids who are caught shoplifting shoes at a store. The store manager calls the police.

The kids say that they were going to pay for the shoes, but left the store to get some money from a friend. The kids are not struggling, but they are scared and angry.

Roles: Two or three young people

The store manager (the caller)

The store's security officer

Store Manager (caller): "Police, come quickly! We have shoplifters at our store!"

Police Call #6

Your group will act out a skit about a married couple fighting inside their house. The screaming gets so loud that a neighbor calls the police.

Roles: Two people who are married

One or two neighbors who hear the fighting (one is the caller)

Caller: "Police, come quick! I hear screams coming from a house. Someone is getting hurt."

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Police Call #7

Your group will act out a skit about two neighbors, the Greens and the Smiths. They are fighting about loud music. Another neighbor calls the police.

The Greens keep playing their stereo very loudly and the Smiths are tired of it. The neighbors get into a big argument and begin making threats. The police are called to break up the fight before someone gets hurt.

Roles: One or two members of the Green Family

One or two members of the Smith Family

Mrs. Garcia (the caller), a neighbor who is trying to stop the fight.

Mrs. Garcia: (caller) "Police, come quickly! Neighbors fighting!"

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Police Manual

The Police Officer's Oath

As a police officer, my duty is to serve people, to make lives and property safe, to protect the innocent, and to respect everyone's constitutional rights to liberty, equality, and justice.

Department Regulation

1. You cannot use unnecessary force. You can only use your weapon to defend yourself and others or if it is reasonable and necessary to do so. For example, to arrest a suspect you think is armed and dangerous.

2. You **may** make an arrest if there is a good reason to think a person has broken a law. (The good reason is called "probable cause.")

   Instead of arresting, you may warn or give a ticket.

3. "Stop & Frisk"

   You may frisk a person if you have reasons to believe that the person:

   - has committed a crime;
   - is about to commit a crime; or
   - is armed.

   You may also search the area nearby for weapons. Ask your Police Officer about the rules of frisking.

4. *Miranda* Warning

   When you make an arrest, before you can ask the suspect about the crime, you must say:

   a. You have the right to remain silent.

   b. Anything you say can and will be used against you in a court of law.

   c. You have the right to talk to a lawyer and have the lawyer present with you while you are being questioned.

   d. If you cannot afford to hire a lawyer, one will be appointed to represent you before you are questioned.

   e. Do you understand each of these rights which I have explained to you?

   f. Now that you know your rights, do you wish to talk to us now?

   If the suspect answers "yes" to the last two questions, you may ask questions about the crime.

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Officer Instructions for Police-Project Planning Discussion

After students take part in the Police Patrol simulation, they will be planning with you community service projects to help the police and community. The simulation creates a positive interaction between police and students. The planning session builds on this interaction and focuses on improving police-community relations.

This session will go as follows:

A. You will be introduced by the teacher.

B. The teacher will break the class into groups, with one officer leading each group. If you are the only officer, then the class will remain as one group.

C. In your group, you will lead a discussion. This will take approximately 20 minutes. Make sure one student records the responses to the questions. It's probably best if after each question has been discussed, the recorder reads back the responses. The questions are as follows:

   1. How well do the police and people in our area get along?
   2. What causes problems between police and people in our community?
   3. What could schools do to make things better?
   4. What could parents do? Police? Young people?
   5. What are three project ideas that students could do to help the police and community?

D. Each group will report back its responses. It would be helpful if you make sure your reporter knows what to say.

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Officer Instructions for Police Patrol

Police Patrol is a popular simulation used with students of all ages—elementary, middle school, high school, and beyond. Its basic purpose is to improve student-police relations by involving both in a fun activity that gives students a better understanding of police work.

The activity is fairly simple. The class is divided into groups. One group role plays police officers. The other groups act out situations that the "police officers" must respond to.

Your part in the activity is as follows:

(1) **Introduce yourself.** (2 minutes.) When the teacher introduces you, briefly tell students where you work and what you do.

(2) **Mentor "Police Officers."** (15 minutes.) When the class breaks into groups, you will work with the group of about 12 students role playing police officers. These students will have a "Police Manual," a copy of which is enclosed. Review the manual with the students. Explain basic police procedures and reasons for them.

In particular, stress the following:

- If citizens are arguing, separate them and get their stories when they are apart from each other.
- Be sure to protect yourself, your partner, and other citizens from attack.
- Treat all people firmly and fairly.

(3) **Participate in and critique the Police Calls.** (30 minutes.) Each of the other groups will have prepared a situation for the pairs of "officers" to respond to. For example, instructions for one police call reads:

Your group will act out a skit about a married couple fighting inside their house. The screaming gets so loud that a neighbor calls the police. Caller: "Police, come quick! I hear screams coming from a house. Someone is getting hurt."

When each pair of "officers" is called, go with them and coach them. (You might whisper tips in their ears.)

After each Police Call, the teacher will lead a discussion. Help students understand how police would react in real life and why they would react that way.

(4) **Take part in the debriefing.** (10 minutes.) When all the groups finish, the teacher will lead a discussion on the activity. Help students understand the difficulties and dangers of police work.

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Helping the Police and Community
(Community Adventure)

Overview

This lesson culminates the unit on authority with a service project, which is designed to reinforce the importance of police-community relations. Students discuss police and community problems and project ideas with officers. Students then choose, plan, and implement a service project.

Objectives

Students will be able to:

- Discuss police and community relations.
- Produce project ideas.
- Use cooperative-learning and critical-thinking skills to help plan and implement a service project.

Materials and Preparation

- **Handout A: Questions for Planning Discussion**—1 per student
- See "Tips for Doing Service Projects" in "Teacher Tips."
- If possible invite back one or two police officers. See the section on "Using ORPs" in "Teacher Tips." Send the officers a copy of **Handout B: Officer Instructions for Planning Discussion**.
- Chart paper (optional)

Procedure

A. Introduction

1. Explain to your class that they are going to do a service project to help the police and community.
2. Introduce the police officers who are going to help students discuss problems and project ideas.

B. Group Discussion

1. Divide students into equal-sized groups. Assign one officer to each group. If you have only one officer, conduct the discussion as a large-group activity. If you don't have an officer, conduct the discussion yourself.
2. Distribute **Handout A: Questions for Planning Discussion** to each group and make sure that each group selects a recorder. Chart paper may be helpful. Ask each group to discuss and record answers to the discussion questions:

- **How well do the police and people in our area get along?**
- **What causes problems between police and people in our community?**
- **What could schools do to make things better?**
- **What could parents do? Police? Young people?**
- **What are three project ideas that students could do to help the police and community?**

Remember: Police officers may not be experienced in leading student discussions. It may be necessary to monitor groups to facilitate discussions and assist the officers.

C. Service Project—Helping Police and Community

1. Have groups report back.
2. Discuss the various ideas and decide on a project. Some suggested projects are:
   - Organize a thank-you day for police. Invite police officers to the school for an assembly, lunch, class visits, etc.
   - Organize a conflict resolution workshop for police and students.
   - Hold a school-wide police-community relations poster competition.
   - Arrange for school-based demonstrations of ambulances, fire engines, and patrol cars.
   - Create and perform skits and puppet shows on police-community relations for younger children.
   - Make a crime prevention picture book showing how to recognize unsafe situations, understand how to act around guns, make your home safer, etc.

Questions for Planning Discussion

1. How well do the police and people in our area get along?

2. What causes problems between police and people in our community?

3. What could schools do to make things better?

4. What could parents do? Police? Young people?

5. What are three project ideas that students could do to help the police and community?

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